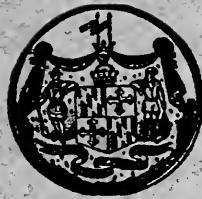
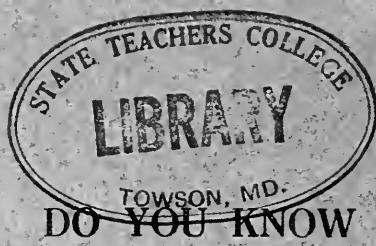


MARYLAND
TEACHERS YEAR BOOK



1918 - 1919

LB
1561
M3A3
1918/19
c.2



THAT THE DIPLOMA OF THE

Maryland State Normal School

Will be immediately enhanced in value
by the school reorganization and curriculum revision
now to be inaugurated?

You can urgently Advise
not only High School Graduates but also
Teachers in Service and College Graduates
without adequate professional training
to consider the lasting educational and economic
advantage, and the small cost,
of completing the course at this school.

¶ Information gladly furnished concerning our superior equipment, our special study of the actual educational needs of Maryland, and our attention to the advantageous placement of our graduates.

Address

HENRY S. WEST, Principal

Towson, Maryland.

Digitized by the Internet Archive
in 2011 with funding from
Lyrasis Members and Sloan Foundation



"OUR BOYS ARE MARCHING ON"

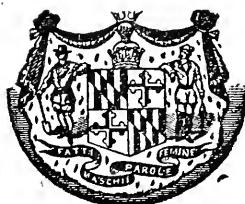
PARADE IN BALTIMORE OF MARYLAND TROOPS FROM CAMP MEADE ON
THE FIRST ANNIVERSARY OF THE ENTRANCE OF THE UNITED
STATES INTO THE GREAT WAR. APRIL 6, 1918.

MARYLAND TEACHERS YEAR BOOK

For the Information, Use and Guidance of Officials and Teachers
of the Public Schools of the State of Maryland

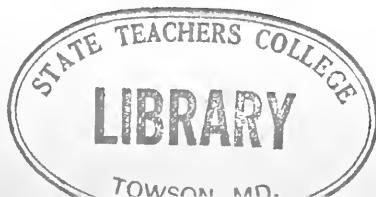
1918-1919

Prepared Under the Direction of
M. BATES STEPHENS, STATE SUPERINTENDENT
Issued by the State Board of Education



BALTIMORE CITY
PRINTING AND BINDING
COMPANY

A. S. Cook Library
Towson State University
Baltimore, Maryland 21204



L B 1561

M 3 A 3

1918119

c. 2

FOREWORD.

Neither the science of education nor the art of teaching has raised teacher efficiency to so high a plane that Departments of Education are relieved of the necessity of sending printed bulletins from time to time for teachers' information and guidance. This Year-Book is sent out again to our teachers in the hope they will get hints and helps which will make schoolroom problems easier and the work of teaching more interesting.

For decades there has been among educators noticeable progress toward agreement as to aims in education, general acceptance of educational principles and standards, and a noticeable upward tendency toward improving teaching methods. Though the adjustment in education has been slow, it has been steady; and with a broader knowledge of these principles, their demonstration and application have become much more general. There has been a keen desire on the part of educational agencies to find out the demands which civilization makes on the individual, and then to have the products of education fit into its niches with the least friction. School adjustment has had in mind these demands, and school instruction has been planned to meet and satisfy them. Looking back over the achievements of the past century, it is fair to assume that educational procedure or development has been evolutionary rather than revolutionary.

Here and there history records an occasional outbreak or departure from the ordinary which has resulted in a struggle for the supremacy of some idea in the world of education, and questions of belief have divided people in this or that section of the world's map. But possibly in none of these conflicts did the triumph or failure of the belief which provoked it have a world-wide import, nor did its fate signify a world-wide readjustment of institutional life. We are now witnessing a war in which all the important nations of the globe are involved. Unlike many previous struggles of this character, this gigantic one can scarcely be called a commercial war. Whatever may have been the motive in its beginning, it is now quite clear that this contest is for the supremacy of a governmental idea—a war between the forces of autocracy and democracy. All people who believe in human freedom and self-government are interested, and if not already participating in the struggle, will probably do so. There can be but one result. The price to be paid for the victory in favor of "equal rights to all," will, of course, be enormous. Millions of men are giving their lives, countries are being devastated, commerce is being destroyed and millions of people are homeless and starving.

The work of reconstruction has already begun. No one will have a larger share in this rehabilitation, and in the readjustment of educational policies to meet the many new demands which will be made on civilized life, than will the teacher. America needs better school instruction and more efficient teachers than ever before. There must come a reorganization of the school; a fit place for children to live; a teacher who can worthily meet the obligations of the larger work; and a public

STATE OF MARYLAND

appreciation which will make possible the securing of our best and ablest manhood and womanhood for this service.

We should, in this crisis of the nation, serve in that sphere where we can do the most good. In some respects this may mean sacrifice, but all of us must make sacrifice to the end that the ideas and principles which we cherish and which have been our birthright may not perish. If our place is in the schoolroom, no temptation should swerve us from remaining at the post where we can serve our country best.

Much of the material contained in this publication has a direct bearing on the war we are waging against German militarism, Prussian autocracy, and their attendant evils; and if it has the effect of making our teachers realize the seriousness of our nation's situation and of contributing their "bit" toward winning the war for freedom and righteousness, we shall feel well repaid for whatever effort has been spent in collecting the data.

In this hope, and wishing our teaching force a successful year, the *Teachers' Year-Book* for 1918-19 is

Respectfully submitted,



State Superintendent of Schools.

Baltimore, Md.

STATE OF MARYLAND
DEPARTMENT OF EDUCATION

McCOY HALL, BALTIMORE

State Board of Education:

T. H. LEWIS, Westminster, President.

W. T. WARBURTON, Elkton, Vice-President.

T. H. BOCK, Princess Anne.

CLAYTON PURNELL, Frostburg.

JAMES ALFRED PEARCE, Chestertown.

STERLING GALT, Emmitsburg.

(Vacancy.)

M. BATES STEPHENS, Secretary.

State Superintendent of Schools:

M. BATES STEPHENS, Baltimore.

Assistant Superintendent:

G. H. REAVIS, Baltimore.

Supervisor of High Schools:

SAMUEL M. NORTH, Baltimore.

Supervisor of Rural Schools:

WM. J. HOLLOWAY, Baltimore.

Supervisor of Colored Schools:

J. WALTER HUFFINGTON, Baltimore.

Supervisor Vocational Agriculture:

H. F. COTTERMAN.

Supervisor Industrial Education:

L. A. EMERSON.

Supervisor Home Economics:

AGNES SAUNDERS.

Supervisor Physical Education:

WM. BURDICK.

Principal Maryland State Normal School:

HENRY S. WEST, Towson.

Principal State Normal School, No. 2:

JAMES WIDDOWSON, Frostburg.

Principal Maryland Normal and Industrial School:

(For Colored Students.)

D. S. S. GOODLOE, Bowie.

STATE OF MARYLAND

COUNTY SUPERINTENDENTS OF SCHOOLS.

<i>Name.</i>	<i>Address.</i>	<i>County.</i>
EDWARD F. WEBB.....	Cumberland	Allegany.
GEORGE FOX.....	Annapolis	Anne Arundel.
ALBERT S. COOK.....	Towson	Baltimore.
BERNARD F. GWYNN.....	Prince Frederick.....	Calvert.
EDWARD M. NOBLE.....	Denton	Caroline.
MAURICE S. H. UNGER.....	Westminster	Carroll.
HUGH W. CALDWELL.....	Elkton	Cecil.
B. C. WILLIAMS (Acting)....	La Plata.....	Charles.
JAMES B. NOBLE.....	Cambridge	Dorchester.
G. LLOYD PALMER.....	Frederick	Frederick.
FRANKLIN E. RATHBUN.....	Oakland	Garrett.
MILTON C. WRIGHT.....	Bel Air	Harford.
WOODLAND C. PHILLIPS.....	Ellicott City.....	Howard.
EDWARD J. CLARKE.....	Chestertown	Kent.
EDWIN W. BROOME.....	Rockville	Montgomery.
E. S. BURROUGHS.....	Upper Marlboro.....	Prince George.
BYRON J. GRIMES.....	Centreville	Queen Anne.
GEORGE W. JOY.....	Leonardtown	St. Mary's.
WILLIAM H. DASHIELL.....	Princess Anne.....	Somerset.
NICHOLAS OREM.....	Easton	Talbot.
CHARLES E. DRYDEN.....	Hagerstown	Washington.
JAMES M. BENNETT.....	Salisbury	Wicomico.
EDGAR W. McMaster.....	Pocomoke City.....	Worcester.

BALTIMORE CITY.

Office, Madison and Lafayette Avenues.

CHARLES J. KOCH, Superintendent.

CHARLES A. A. J. MILLER, Assistant.	JOHN A. KORFF, Assistant.
ANDREW J. PIETSCH, Assistant.	ROLAND WATTS, Assistant.
ROBERT W. ELLIOTT, Assistant.	JOSEPH HANDS, Assistant.

SUPERVISORS OF ELEMENTARY SCHOOLS.

<i>Name.</i>	<i>Address.</i>	<i>County.</i>
MARION S. HANCKEL.....	Cumberland	Allegany.
KATE KELLY.....	Annapolis	Anne Arundel.
AMY C. CREWE (Acting)....	Baltimore (Grammar).	Baltimore.
M. ANNIE GRACE (Acting) ..	Baltimore (Primary) ..	Baltimore.
EVELYN C. COOK, (Assistant)	Baltimore (Primary) .	Baltimore.
CLARENCE G. COOPER.....	Baltimore (Rural)	Baltimore.
WILSIE M. SMITH.....	Denton	Caroline.
I. JEWELL SIMPSON.....	Westminster	Carroll.
ALICE E. MILLER.....	Elkton	Cecil.
NETTIE A. MAURER.....	Cambridge	Dorchester.
NAN MILDREN MOSTELLER..	Frederick	Frederick.
.....	Oakland	Garrett.
GEORGIA MAY BARRETT.....	Bel Air.....	Harford.
.....	Chestertown	Kent.
SELMA BORCHARDT (Acting)	Rockville	Montgomery.
BLANCHE C. OGLE.....	Upper Marlboro.....	Prince George.
HANNAH A. KIEFFER.....	Centreville	Queen Anne.
ELIZABETH I. MURPHY.....	Leonardtown	St. Mary's.
FRANCES H. CLARK.....	Easton	Talbot.
HULDAH BRUST.....	Hagerstown(Primary).	Washington.
.....	Hagerstown (Rural) ..	Washington.
C. NETTIE HOLLOWAY.....	Salisbury	Wicomico.
MARY B. PUSEY.....	Snow Hill.....	Worcester.

SCHOOL ATTENDANCE OFFICERS.

<i>Name.</i>	<i>Address.</i>	<i>County.</i>
THOMAS H. MORGAN.....	Cumberland	Allegany.
BENJAMIN WATKINS, JR.....	Annapolis	Anne Arundel.
JOHN T. HERSHNER.....	Towson	Baltimore.
WILLIAM H. T. TALBOTT.....	Prince Frederick.....	Calvert.
X.....	Denton	Caroline.
G. C. TAYLOR.....	Westminster	Carroll.
X.....	Elkton	Cecil.
X.....	La Plata	Charles.
X.....	Cambridge	Dorchester.
F. D. HARSHMAN.....	Frederick	Frederick.
B. H. WILEY.....	Oakland	Garrett.
FRANK DAVIS.....	Bel Air	Harford.
S. ELIZABETH MEADE.....	Ellicott City.....	Howard.
M. ADELE FRANCE.....	Chestertown	Kent.
MARY MAGRUDER.....	Rockville	Montgomery.
EDGAR S. MCCENEY.....	Upper Marlboro.....	Prince George.
LELIA THOMAS.....	Centreville	Queen Anne.
ZACH T. RALEY.....	Leonardtown	St. Mary's.
ADDIE E. BOND.....	Princess Anne.....	Somerset.
X.....	Easton	Talbot.
WILLIAM B. HUTZELL.....	Hagerstown	Washington.
E. VAUGHAN JACOBS.....	Salisbury	Wicomico.
X.....	Pocomoke City.....	Worcester.

X County Superintendent designated.

INSTITUTE DATES IN THE COUNTIES OF MARYLAND, 1918

Counties have a choice of sending one-fourth of their teachers to an approved summer school or holding an institute.

Allegany.....	Summer school in lieu of institute.
Anne Arundel.....	Summer school in lieu of institute.
Baltimore.....	September 2 to 13.
Calvert.....	Summer school in lieu of institute.
Caroline.....	Summer school in lieu of institute.
Carroll.....	Summer school in lieu of institute.
Cecil.....	Summer school in lieu of institute.
Charles.....	Summer school in lieu of institute.
Dorchester.....	Summer school in lieu of institute.
Frederick.....	Summer school in lieu of institute.
Garrett.....	Summer school in lieu of institute.
Harford.....	September 2 to 6.
Howard.....	Summer school in lieu of institute.
Kent.....	Summer school in lieu of institute.
Montgomery.....	Summer school in lieu of institute.
Prince George.....	September 2 to 13.
Queen Anne.....	Summer school in lieu of institute.
St. Mary's.....	Summer school in lieu of institute.
Somerset.....	Summer school in lieu of institute.
Talbot.....	Summer school in lieu of institute.
Washington.....	June 10 to July 13, summer school.
Wicomico.....	Summer school in lieu of institute.
Worcester.....	Summer school in lieu of institute.

**MEETING OF COUNTY BOARDS OF EDUCATION AND
COUNTY SUPERINTENDENTS OF MARYLAND.**

McCoy Hall, Baltimore, Md., November 26, 1917.

Oscar Coblentz, president of Board of Education of Frederick County, presided. In response to a request from President Coblentz, Dr. M. Bates Stephens stated the purpose of the meeting. The new school code has made necessary a revision and addition to the by-laws pertaining to the public schools of Maryland. This organization was asked to consider the revised and new sections, a tentative draft of which was then placed in the hands of each member present.

Adjournment.

WEDNESDAY THE 28TH, AT 10 A. M.

Meeting called to order by Chairman Coblentz. Consideration of the proposed by-laws was resumed.

On motion by Superintendent A. S. Cook it was ordered that a Legislative Committee be named by Chairman Coblentz and Dr. Stephens.

On motion by Superintendent Orem the secretary was requested to spread upon the minutes the following resolution: "Resolved, That this organization is in sympathy and wishes to co-operate with the teachers of Maryland in their campaign for increased salaries."

Superintendent Phillips made the suggestion that the clerks to the county boards having charge of school accounts should be called together for conference on new system accounting. At the discretion of State Superintendent Stephens such a meeting may be called.

**AN ABSTRACT OF THE MINUTES OF THE MEETING OF THE
COUNTY SUPERINTENDENTS ON MAY 3-4, 1918.**

The county superintendents met in the Administration Building at the Maryland State Normal School, Towson, at 10 o'clock.

Superintendent Fox, of Anne Arundel county, led a discussion of how to reduce school costs without impairing the efficiency of the schools. He emphasized the possibility of saving considerable amounts by curtailing numerous small expenditures, and cited as an illustration, the rate of \$10.00 per school spent in some counties for attending to the lawns during the summer months, suggesting that in many cases older pupils will volunteer to care for the lawns in vacation, and if paid for, the job, should be let by bids, so as to get the work done for the least it will cost. He showed how Anne Arundel county has saved by eliminating the second teacher in a number of small two-teacher schools, and by closing several very small one-teacher schools and sending the few pupils enrolled in them to other schools. In this way he said he had been able, during the past year, to reduce the number of teachers required for Anne Arundel county by twenty-six.

In the discussion that followed, Superintendent Stephens emphasized the need for holding the expenses of the Superintendent's office, especially the traveling expenses, to the minimum.

Mr. Reavis made a report on new school legislation and distributed an abstract of the school laws passed at the recent session of the Legislature.

Dr. Burdick, Director of the Public Athletic League, discussed the new compulsory physical training law, and made several suggestions in reference to getting systematic physical training under way in the State.

Mr. Frank B. Cahn, Manager of the Boys' Working Reserve for the Government in its efforts to increase the labor supply by interesting school boys in farm work, presented the needs of the State and discussed the ways in which the county superintendents could co-operate with him. On motion of Superintendent Phillips, the county superintendents decided to

co-operate in every way they could for the promotion of the Boys' Working Reserve.

Superintendent Webb presented and discussed the plans used in Allegany county for taking the school census.

SATURDAY, MAY 4, 1918.

County superintendents met in McCoy Hall at 9:30 o'clock.

Mrs. Nan Milden Mosteller discussed some criticisms that school supervision has had to meet, and explained the efforts made in Frederick county to justify the state law in making elementary school supervision compulsory.

At this point Dr. Stephens made several announcements; after which Superintendent Dryden of Washington county discussed the place of summer schools in the preparation of teachers, and Superintendent Wright explained in some detail the different plans for practice teaching in state normal schools, with several suggestions to make practice teaching in our own state normal schools more effective.

Superintendent E. M. Noble, in a discussion of how we may increase the supply of properly trained teachers, urged the introduction of teacher-training courses in our larger approved high schools.

Superintendent Cook of Baltimore county emphasized the place of good school supervision as a means of improving teachers in service.

After a general discussion, the meeting adjourned.

BYRON J. GRIMES, Secretary.

The end of life is human discipline. It is not the getting of knowledge but the getting of character and accomplishment, a human acquisitiveness. This is an old message, but it is increasingly imperative. It is first of all to be; and then to know; and then to do; and only incidentally to have. This is the complete program of the experimental life. As a plan of life it is simply the extension of education, the making of education a life-process instead of a school-process, is in fact nothing less splendid than the practical carrying out of the quest of human perfection.—*Charles Hanford Henderson.*

Education is a better safeguard of liberty than a standing army. If we retrench the wages of the schoolmaster, we must raise those of the recruiting sergeant.—*Edward Everett.*

I count this thing to be grandly true,
That a noble deed is a step toward God—
Lifting the soul from the common sod
To a purer air and a broader view.—*Holland.*

Let us then be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.—*Longfellow.*

The real purpose of life is education—we are here to be trained—and education is the ability to sort things and attach to each its proper label.

For 'tis the mind that makes the body rich;
And as the sun breaks through the darkest clouds,
So honor peereth in the meanest habit.—*Shakespeare.*

TEACHERS' READING CIRCLE.**ORGANIZATION.**

Acting under the authority conferred by the laws of 1890, Chapter 323, giving the Maryland State Teachers' Association power to organize, manage, and direct a State Teachers' Reading Circle and adopt therefore a course of study in pedagogy, general literature, etc., the Maryland State Teachers' Association has appointed the following Board of Managers:

Dr. M. Bates Stephens, State Superintendent of Schools, Baltimore, chairman.

Miss Sarah E. Richmond, State Normal School, Towson.

Mr. Samuel M. North, State Supervisor of High Schools, Baltimore.

Mr. William J. Holloway, State Supervisor of Rural Schools, Baltimore.

Mr. Nicholas Orem, County Superintendent of Schools, Easton.

Mr. John E. Edwards, Assistant Headmaster, Tome Institute.

Dr. David E. Weglein, Principal Western High School, Baltimore.

Miss Wil Lou Gray, Supervisor of Elementary Schools, Rockville.

Miss Mary H. Taylor, State Department of Education, Baltimore, secretary.

MEMBERSHIP.

All teachers of Maryland and all persons above the age of eighteen years are eligible to membership. An annual membership fee of twenty-five cents is required in order to meet the necessary expenses of the organization. Its payment entitles the member to a membership card, to all syllabi and information relating to the courses that may from time to time be sent out by the secretary, and to a certificate after satisfactory evidence of work done has been presented to the Board of Managers. Membership cards may be obtained from the county secretary or from Miss Taylor.

ASSISTANCE.

The Board of Managers desires to be as helpful as possible to the teachers of the State. Members of the Reading Circle, desiring information or advice at any time on any of the subjects of study, are invited to direct their communications to the secretary of the Board of Managers named above, and she will refer it to the one appointed to have special oversight over that subject of study to which the matter belongs.

COURSES OF STUDY.

There are four courses of study outlined for the year 1918-1919—one major course, Pedagogy, and three minor courses, English, History and Science. Every member who wishes to receive the certificate of the Board of Managers for 1918-1919 must take the major course, Pedagogy, and in addition one of the minor courses, English, History or Science, prescribed for 1918-1919.

CERTIFICATES AND TESTIMONIALS.

Certificates, countersigned by the chairman and secretary of the Board of Managers, are granted to those members who, having completed one year's work, present satisfactory evidence of having thoroughly and thoughtfully read the books assigned. This evidence is presented in the form of themes, written in accordance with requirements issued by the Board, which may be had upon application to the Secretary.

Testimonials, countersigned by the secretary of the State Board of Education and the secretary of the Board of Managers, are awarded by the State Board of Education to all members who have satisfactorily completed three years of Reading Circle work, and who are recommended for this honor by the Board of Managers.

The State Superintendent, in renewing teachers' certificates, is directed to assign to these testimonials due weight as evidences of "professional spirit."

READING CIRCLE IN LIEU OF SUMMER SCHOOL.

By-laws 32 and 33 of the State Board of Education (pp. 49 and 50 of the 1918 edition of the School Law), defining ways for advancing the grade of a certificate from second to first, and from third to second, provides: "Each book of the Reading Circle completed will be counted equal to one of the three courses usually pursued in a six-week summer school, so that three such books completed in any one year or in different years will be counted equal to an approved summer school of six weeks."

A book of the Reading Circle course may be completed in either of two ways:

First, by submitting in accordance with the rules acceptable themes as specified in the requirements prepared by the Board of Managers for each book of the course.

Second, by passing an examination on the book at the regular examination for teachers' certificates in June.

THEME REQUIREMENTS FOR THE COURSE 1918-1919.

Those submitting themes are requested to follow these suggestions:

1. Write the name and address of the writer at the top of the first sheet of each theme.
2. Write only on one side of the paper.
3. If possible, use paper about eight inches by ten inches in size.
4. Leave a margin of at least an inch on the left for the notes and criticisms of the reviewer.
5. Stress will be laid upon the proper use of capitals, punctuation marks, paragraphing, and correct grammatical expression.
6. Themes must show that the author's views have been assimilated by the writer. No paper will be accepted that is a verbatim report or reproduction of the book assigned for reading.
7. The writer must submit evidence that the book has been studied in a class organized by the county superintendent or some qualified person designated by him, which class must have devoted at least eight periods of two hours each, or the equivalent, to discussions and reports.
8. Do not roll or fold your manuscript. Mail it flat. Put on sufficient postage for first-class matter.
9. Criticisms, when they appear, are made with the hope that they will be accepted in the spirit in which they are written, and that they will prove helpful to the writer of the theme. It is hoped that the criticism will be carefully noted and that the writer will earnestly strive to correct the faults.
10. All themes may be sent in at any time between June 1 and September 1, 1919. The secretary will return rejected themes to the writer by November 1, to be re-written if the writer so desires. All themes will be returned January 1, 1920.

PEDAGOGY.

The course in pedagogy consists of two books, on each of which a theme is to be written. Both papers should total about 3,000 words.

1. "The Recitation" by Betts. Published by Houghton, Mifflin Company, New York. Single copy, postpaid, 66c.; in lots of ten or more, f. o. b. New York City, 60c.

Discuss any ten topics:

1. The young teacher who is earnestly fighting for freedom and mastery is better a thousand times than the old teacher who has grown weary of the routine and makes of the recitation a machine process.

2. The teacher should know the child, the world, the subject, herself.

3. Mistakes in teaching are serious because they cannot be measured; therefore not only scholarship but an intelligent knowledge of pedagogical laws is necessary to those who enter the profession.

4. Does Mr. Betts place the highest standard for the recitation when he says: "The recitation, at its best, is an interested and animated conversation between teacher and pupil?" What are the purposes of the recitation?

5. Give some devices for arousing interest and securing attention that are based upon the laws of attention.

6. Distinguish between method and device using illustrations in doing so.

7. Choose your side of this question and argue it: "Right habits of study are of more value to the pupil than the mere information given."

8. Differentiate between testing, drilling, and teaching when giving lessons. Name lessons where each may properly be used, and one where the three may be combined.

9. The pupil and not the subject taught is the vital factor in the recitation. Why?

10. When would you permit the pupils to use the text-book in class? Should the teacher use it? If so, under what conditions?

11. How may the recitation be made a help in English without trenching too much upon the time of the special subject of the lesson?

12. The teacher should determine before putting a question whether the requirement be skill, memory, thought, appreciation. Give a question calling for each in the order named.

13. In every recitation the teacher should furnish a motive, inspire to higher ideals, provoke thought, give opportunity for expression, help the pupil to take broader views, stimulate the indifferent, and incite the timid to take the initiative. How may she do so?

14. Show that the assignment is an index to the study of the coming lesson; that the time for giving it may vary; how far the teacher may help; the precautions to be used by her in making it, and its importance.

15. Name the principles, direct and indirect, governing good questioning. Show by a few questions how you would teach the pupils of a sixth grade class to appreciate the United States entering into war with Germany.

16. Argue according to your view the question: "Should a pupil be interrupted while reciting by the criticisms of his class-mates?"

2. "Physical Training for the Elementary Schools," by Clark. Published by Benj. H. Sanborn & Co., New York. Single copy, postpaid, \$1.60; in lots of ten or more, \$1.28 f. o. b., Boston.

Twelve (12) topics are suggested, and *five* may be omitted. No fixed number of words is required for any topic, but it should be answered fully and accurately.

1. Discuss the statement: "Games have moral values quite equal in importance to their physical values."

2. Why is "Bombardment" a good game?

3. Suggest some story play of six counts for your school children, stating the grades for which it is planned.

4. How could "Alice in Wonderland" be used for story plays?

5. Explain why figure 54 is incorrect when figure 53 is a good position.

6. What are three "counting out" rhythms used by your children?

7. (a) Does this book stress corrective exercises more than they should for normal children?

(b) Except for defective children, would not a larger number of games be better?

8. Tell why "bowling" is better exercise than a "charge"?
9. Discuss the relative values of natural and formal types of exercise.
10. Are setting-up drills, in which there are responses to commands, a better type of exercise for eighth grade children than throwing the basketball into the goal? Discuss the question.
11. Do boys and girls like the same games at 6 years, 10 years and 14 years of age? If there are any differences, give your opinion why they exist.
12. List the games you have been able to use successfully since reading this book.

ENGLISH. "Teaching Children to Read," by Paul Klapper. Published by D. Appleton & Co., New York. Single copy, postpaid, \$1.06; in lots of ten or more, transportation prepaid, \$1.00.

Write a paper of not less than 2,000 words, covering the following:

1. The *most important* points in this book related to the teaching of reading.
2. Your opinion of the value of the book, and upon what this opinion is based.
3. The modification of your classroom procedure in teaching reading, due to the influence of this book.

HISTORY. "Expansion and Conflict," by William E. Dodd. Published by Houghton, Mifflin & Co., New York. Single copy, postpaid, \$1.19; in lots of ten or more, f. o. b. New York City, \$1.12.

The entire paper to comprise not over 3,000 words. Use the following outline:

1. (a) Read the preface carefully and make a statement showing clearly with what particular purpose the author has undertaken his work.
 (b) Read the entire 329 pages which comprise the body of the book and notice in how far the writer has carried out the promise made in the preface. Prove the points you make by specific illustrations (citing passages, if possible).
2. Write on the following subject, a paper (from 200-400 words). Be careful to credit all quotations, and to use clear, definite expression. At the end of the paper list *every page* from which you draw your information. If you have used any other reference book in addition to this one, be sure to mention it. Topic: *The Great Northwest*—location, growth, crops, Indian lands, early political tendencies, internal improvements, attitude towards the war, population, industrial life, transportation, education.
3. Make the following comparisons between the United States at war in 1861-65, and the United States at war in 1917-18:
 - (a) Sale of bonds.
 - (b) Conscribing soldiers.
 - (c) Size of armies.
 - (d) Cost of war.
 - (e) Method of fighting.

Use, if possible, for information as to present-day affairs, the *War Cyclopedia*, written by F. L. Paxson, E. S. Crown, and S. B. Harding, and issued by the Committee of Public Information (No. 7 Red, White and Blue Series, 25 cents). Get definite information on Civil War conditions from your text-book, citing exactly in each case page and line.

SCIENCE. "General Science." by Hodgdon. Published by Hinds, Hayden & Eldredge, Inc., Philadelphia. Single copy, postpaid, \$1.25; in lots of ten or more, postpaid, \$1.20; larger quantities by freight or express not prepaid, \$1.12½ per copy.

STATE OF MARYLAND

Write a paper of from 2,000 to 2,500 words on questions 1, 2, and either 3 or 4.

1. (a) What should be the aim of a text-book in general science?
 (b) Justify the author's selection of a topic for each of the fifteen chapters.
 (c) Which, if any, should have been treated more fully and clearly?
 (d) Which could have been omitted without affecting the value of the book as a text in general science?
2. Write answers to any fifty questions found in the book, taking not more than ten from any one chapter. Cite page numbers.
3. (a) What parts of the book are suitable for teaching pupils science in the first year high school?
 (b) How much purchased apparatus would be required for this type of work?
 (c) How much apparatus could be made at home or in the schools?
4. (a) What part of the book may be used by teachers in rural schools?
 (b) How can such teachers illustrate their science teaching by simple inexpensive apparatus?
 (c) With the aid of drawings to illustrate the apparatus employed, describe two or three lessons which you have taught, based on subject-matter found in as many different chapters of this text.

Address MISS MARY H. TAYLOR, *Secretary,*
 State Department of Education,
 McCoy Hall,
 Baltimore, Md.

EXTRACTS FROM THE SECRETARY'S SIXTEENTH ANNUAL REPORT.

The records for 1917-1918 show an enrollment of 524, distributed as follows:

Allegany County.....	84	Kent County.....	90
Anne Arundel County.....	12	Montgomery County.....	154
Calvert County.....	2	Prince George's County.....	1
Caroline County.....	3	Somerset County.....	4
Dorchester County.....	18	Talbot County.....	9
Frederick County.....	9	Washington County.....	1
Garrett County.....	4	Wicomico County.....	86
Harford County.....	39	Worcester County.....	8
Total			524

CERTIFICATES AWARDED.

During the year the following persons have had one year's course of reading and have been awarded certificates by the Board of Managers:

Course of 1916-1917.

Allegany County—Grace E. Malamphy.
 Caroline County—Mary S. Cooper.
 Carroll County—Almira J. Utz.
 Dorchester County—Nellie E. Dean, Robert E. Shilling.
 Frederick County—Grace S. Martz, Ada E. Martz.
 Kent County—Fannie E. Stewart.
 Prince George's County—Anna S. Blanford, Alice Jones.
 St. Mary's County—Josephine E. Wilson.
 Somerset County—J. M. Geoghegan.

Wicomico County—Maude Brown, Edith Shockley, Edna A. Wilkins,
Gertrude Killiam.

Worcester County—John S. Hill.

TESTIMONIALS AWARDED.

The following persons having completed a three-years' course of reading, and having met the requirements of the Board of Managers, have been awarded testimonial diplomas:

Dorchester County—Nellie E. Dean, Robert E. Shilling.

Frederick County—Grace S. Martz.

Wicomico County—Gertrude Killiam.

REPORT OF AUDITING COMMITTEE.

*To the Board of Managers of the Maryland
State Teachers' Reading Circle:*

We have examined the books of your secretary and find them to be correct, with all expenditures supported by duly authenticated vouchers.

RECEIPTS.

Balance on hand June 30, 1917.....	\$966.24
Receipts June 30, 1917 to July 31, 1918:	
Dues for 1916-1917, 326 members.....	\$81.50
Dues for 1917-1918, 524 members.....	131.00
For postage.....	.25
Interest on savings account.....	83.49

	\$296.24
Disbursements	\$1,262.48
	183.34

Balance on hand July 31, 1918.....	\$1,079.14

We recommend that the savings account, amounting to \$1,006.02, be closed, and that the sum of one thousand dollars be invested in Liberty Bonds.

WM. J. HOLLOWAY,
SAMUEL M. NORTH,
Committee.

There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.—Shakespeare.

Heaven is not reached at a single bound,
But we build the ladder on which we rise
From the lowly earth to the vaulted skies,
And we mount to its summit round by round.—Holland.

The heights by great men reached and kept
Were not attained by sudden flight,
But they, while their companions slept,
Were toiling upward in the night.—Longfellow.

Dost thou love life? Then do not squander time; for that is the stuff life is made of.—Benjamin Franklin.

ABSTRACT OF HIGH SCHOOL COURSE OF STUDY.

(Adopted by the State Board of Education June 25, 1913.)

NOTE—The fact that the stock of pamphlets containing the High School Course of Study is exhausted would alone account for printing the Course of Study in this edition of the Yearbook; but there are far more important reasons why the pamphlet should not be re-issued at this time in its present form. We have now had ample opportunity, in the five years during which we have been using the State Course of Study, to know its strengths and its weaknesses, and to make valid suggestions, based on experience, toward its improvement. The great war, moreover, now in its fifth year, has wrought changes so portentous in our national life and raised questions so vital to education that we can not delay re-examining our aims and it may be, revising our practice in the interests of the boys and girls of high school age who will spend their productive years in the new world so rapidly approaching. The study of our secondary school curriculum is one of the most important problems at present before the high school forces of the State; and during 1918-19 every one connected with our high schools will be urged to contribute, in meetings to be arranged for the purpose, or otherwise, his tentative suggestions and his reasoned convictions for the improvement of our course of study and of our practice. (See article, page 32, *The Making of Curricula*.) It is hoped that the result of this work, definitely adopted by the State Board, may be ready for distribution at the opening of the school year 1919-20. For the present year, accordingly, we shall use the following outline (the present one):

FIRST YEAR**REQUIRED.***English I.* (Grammar, Composition, and Literature.)*Mathematics I.* (Algebra, or Algebra and Arithmetic.)*Science I.* (General—Including such elementary principles as relate to human activities.)*Manual Arts I.* (Manual Training for boys; Household Economics for girls.)**ELECTIVE.***History I.* (English, or Modern—Emphasizing English.)*Latin I.* (Lessons.)*German I.* (Lessons and Grammar.)*French I.* (Lessons and Grammar.)*Agriculture.**Home Economics.***SECOND YEAR****REQUIRED.***English II.* (Composition and Literature.)*Mathematics II.* (Algebra, through Quadratics $\frac{1}{2}$; Geometry $\frac{1}{2}$.)*Manual Arts II.* (Manual Training for boys; Household Economics for girls.)**ELECTIVE.***Science II.* (Biology.)*Latin II.* (Caesar, Grammar, and Composition.)*German II.* (Reading, Grammar, and Composition.)*French II.* (Reading, Grammar, and Composition.)*Commercial II.* (Penmanship, Spelling, and Commercial Arithmetic.)*Agriculture.**Home Economics.*

THIRD YEAR

REQUIRED.

English III. (Rhetoric and Literature.)

ELECTIVE.

Mathematics III. (Plane Geometry $\frac{1}{2}$; Algebra, Completed, $\frac{1}{2}$.)

Science III. (Chemistry.)

History III. (Ancient or General.)

Latin I or III.

German I or French I.

Bookkeeping and Commercial Correspondence III.

Shorthand and Typewriting III.

Manual Arts III.

Agriculture.

Home Economics.

FOURTH YEAR

REQUIRED.

English IV. (Rhetoric and Literature.)

History IV. (American and Civics.)

ELECTIVE.

Mathematics IV. (Solid Geometry $\frac{1}{3}$, Trigonometry 2 3; or Solid Geometry $\frac{1}{2}$ and Review $\frac{1}{2}$.)

Science IV. (Physics.)

Latin II or IV.

German II or French II.

Bookkeeping and Commercial Law IV.

Shorthand and Typewriting IV.

Manual Arts IV.

Agriculture.

Home Economics.

EXPLANATORY REMARKS

1. Seventeen units of work are required for graduation—but see below, section 9.
2. Of these seventeen units, nine are required, as follows:
 - English I, II, III, IV.
 - Mathematics I, II.
 - Science I.
 - History IV.Manual Training or Household Economics, I, II,—but see below, section 7.
3. The eight remaining units may be elected as follows:
 - One or more additional units of history—i. e., in addition to History IV.
 - One or more additional units of science—i. e., in addition to Science I.
 - One or more additional units of mathematics—i. e., in addition to Mathematics I and II.
 - Two or more units of foreign language. No credit will be allowed for less than two consecutive years' work in a foreign language.
4. The commercial work of the third and fourth years must be taken as a whole, if the pupil plans to graduate in the *Commercial Course*; that is, a diploma of graduation in this course will not be awarded, unless the pupil has successfully completed: Bookkeeping and Commercial Correspondence III and Short-

STATE OF MARYLAND

hand and Typewriting III (which together count as three units); and Bookkeeping and Commercial Law IV and Short-hand and Typewriting IV (which together count as two units). These unit-values can not be divided—i. e., no one of these subjects in either the third or the fourth year has any value if pursued alone—they must be taken together, if credit is expected. Commercial students take in the third and fourth years, in addition to these five units of commercial work, *at least* the three other units required for those years, viz., English III; and English IV and History IV.

5. Music and drawing, if pursued for credit, must be taught for 200 minutes a week by a teacher holding the appropriate certificate.
6. In schools offering courses in Vocational Agriculture or Vocational Home Economics organized under the provisions of the Smith-Hughes Act, a full half of the time of a pupil electing either of these courses shall be devoted to the vocational work, under the direction or instruction of the vocational teacher—i. e., not more than one-half of such pupil's work shall be in the academic field. Two units per year will be credited for successful completion of the vocational courses; the remaining subjects chosen in each year by pupils in vocational courses are subject to the prescriptions explained in sections 1, 2, 3, 4, and 5, above.
7. One unit will be allowed for successful completion of the course in manual training, and one unit for the successful completion of the course in home economics. These subjects may be given in two double periods a week during the first and second years, or in one double period a week during the first, second, third, and fourth years.
8. Elections are to be made by classes, not by individual pupils, and are subject to the approval of the principal; and principals are cautioned against permitting elections which will multiply the number of small classes beyond the capacity of the teaching force.
9. In schools where manual training or home economics has not been elected, as one of the vocational subjects required by law, sixteen units will be accepted for graduation.

When the agricultural course is elected foreign languages may be omitted, but four units of science, including the work in agriculture outlined elsewhere, shall be required.

The Roman numbers after the subjects indicate the year, and subjects shall be pursued throughout the school year unless otherwise specified.

THE STANDARD OF MEASURE

The "unit" is now generally accepted in this country as the most convenient standard for measuring work in secondary schools.

A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. It takes—

- (1) The four-year high-school course as a basis and assumes that—
- (2) The length of the school year is from 36 to 40 weeks; that—
- (3) A period is from 40 to 60 minutes in length; and that—
- (4) The study is pursued for four or five periods a week;

but under ordinary circumstances a satisfactory year's work in any subject can not be accomplished in less than 120 sixty-minute hours, or their equivalent. Schools organized on any other than a four-year basis can nevertheless estimate their work in terms of this unit, which substantially requires not less than 200 minutes of class-room work in each subject per week.

Only half credit is allowed for work in laboratory, manual training and household economics departments and periods should consequently be double those of the standard recitation periods.

APPROVED HIGH SCHOOLS.

The following figures are significant as showing the strong growth in High School enrollment in Maryland during the past four years:

Increase in *number of pupils*, 1915-1916 over 1914-1915=**787**.

Per cent. of increase, 1915-1916 over 1914-1915=**1,273**.

Increase in *number of pupils*, 1916-1917 over 1915-1916=**567**.

Per cent. of increase, 1916-1917 over 1915-1916=**8**.

Increase in *number of pupils*, 1917-1918 over 1916-1917=**369**.

Per cent. of increase, 1917-1918 over 1916-1917=**5**.

Total enrollment, 1914-1915=**6,213**.

Total enrollment, 1915-1916=**7,000**.

Total enrollment, 1916-1917=**7,567**.

Total enrollment, 1917-1918=**7,936**.

There are two points of interest in connection with these figures. The first is, that the Second-Group Schools, as a group, enrolled 149 fewer pupils than in 1916-1917, whereas the First-Group Schools, as a group, enrolled 516 more pupils than in 1916-1917. In 1916-1917, the Second-Group schools, as a group, showed a gain of only five (5) pupils; and in 1917-1918, they fell off, as stated above, 149 pupils as compared with the Second-Group enrollment in 1916-1917. The growth of the Approved High Schools, as a whole, is now due to the First-Group schools alone.

Several reasons may be advanced for this condition. There is the undoubtedly pull of numbers to attract to the first-group school children who live nearer a second-group one; there is the attraction of the larger number of courses that the first-group school can offer; and there is the fuller development of extra-curricular activities—athletics, literary, dramatic, musical, and community. It is probable that all of these are factors in the problem; and it is certain that, in many cases, pupils living near a second-group school go daily from five to ten miles farther to attend the larger school. This raises the question again, whether these second-group schools, with their necessarily smaller faculties and fewer courses, are meeting the needs of their communities as well as the first-group schools are able to do, and whether our high school course of study does not require revision in the direction of flexibility to meet the need of the pupils of the smaller schools. Certainly no other readjustment seems possible, or likely to keep the pupils in their neighborhood high school, where, other things being equal, they ought to attend; but the burden of proof is on the second-group school to show that it does offer, as far as its limitations permit, as good teaching, as efficient administration, and as attractive extra-class and community activities as the first-group school offers.

The other point is, that these figures cover only the pupils enrolled in the Approved Public High Schools. There are at least 800 pupils in the counties of Maryland pursuing secondary studies in county high schools other than the approved ones, in parochial, and in private schools. It is hoped that many of these will hereafter attend the newly-established Third-Group Approved High Schools, which offer to communities geographically remote from transportation lines opportunities for genuine high school work.

STATE OF MARYLAND

FIRST GROUP.

	Name and Location.	Principal, 1917-1918.	Enrollment.				
			1914-1915	1915-1916	1916-1917	1917-1918	
			1915	1916	1917	1918	
1	Allegany Co. (Cumberland)	William M. Tinker.	222	282	380	417	
2	Central (Lonaconing)	Arthur F. Smith..	94	106	114	140	
3	Beall (Frostburg)	S. Ross Gould....	152	201	222	322	
4	Annapolis (Annapolis)	Louise Linthicum....	180	165	206	344	
5	Catonsville (Catonsville)	Mary O. Ebough, (Acting)	122	156	189	215	
6	Franklin (Reisterstown)	A. J. Beane.....	151	189	236	212	
7	Towson (Towson)	Arthur C. Crommer.	193	259	378	412	
8	Sparrows Point (Sparrows Point)	Joseph Blair.....	96	100	107	111	
9	Denton (Denton)	Phineas Morris.....	112	108	105	116	
10	Federalsburg (Federalsburg)	A. C. Brower.....	65	102	93	108	
11	Westminster (Westminster)	Charles H. Kolb.....	115	112	152	177	
12	Elkton (Elkton)	Edwin Fockler.....	116	127	138	119	
13	Cambridge (Cambridge)	E. C. Seitz.....	169	171	179	199	
14	Frederick Boys' (Frederick)	John L. Sigmund.....	173	177	185	205	
15	Frederick Girls' (Frederick)	Charles H. Remsburg	161	183	206	234	
16	Brunswick (Brunswick)	Oscar M. Fogle.....	99	98	110	103	
17	Middletown (Middletown)	R. E. Kieney.....	91	108	122	131	
18	Oakland (Oakland)	C. Edward Bender..	111	130	120	127	
19	Havre de Grace (Havre de Grace)	J. Herbert Owens.....	94	96	96	100	
20	Ellicott City (Ellicott City)	Margaret Pfeiffer.....	112	105	117	109	
21	Chestertown (Chestertown)	Mark Creasy.....	124	131	128	123	
22	Montgomery County (Rockville)	Chas. G. Myers.....	93	103	104	81	
23	Hyattsville (Hyattsville)	K. J. Morris.....	118	129	133	116	
24	Centerville (Centerville)	J. Fred. Stevens.....	114	121	107	107	
25	Crisfield (Crisfield)	Fredk. E. Gardner.....	125	167	187	160	
26	Easton (Easton)	Clarence A. McBride	105	117	137	157	
27	Hagerstown Male (Hagerstown)	John D. Zentmyer.....	187	187	200	231	
28	Hagerstown Female (Hagerstown)	John B. Houser.....	197	176	191	225	
29	Wicomico (Salisbury)	R. Lee Clark.....	289	341	363	352	
30	Pocomoke City (Pocomoke City)	E. Clarke Fontaine.....	141	170	171	173	
31	Snow Hill (Snow Hill)	Arthur C. Humphreys	82	93	104	128	
Total (1st Group)..							5,654

SECOND GROUP.

1	Barton (Barton)	Gilbert C. Cooling..	47	49	45	52	
2	Westernport (Westernport)	Oliver H. Bruce, Sr.	62	69	87	94	
3	Sparks (Sparks)	William Kemp.....	69	65	75	56	
4	Ridgely (Ridgely)	Howard D. Evans.....	44	46	47	44	
5	Preston (Preston)	W. H. Jump.....	48	50	52	57	
6	Mt. Airy (Mt. Airy)	Frank R. Young.....	56	72	72	75	
7	Taneytown (Taneytown)	W. L. Koontz —	—	40	38	38	
8	Chesapeake City (Chesapeake City)	Winona Greiman, R. L. Bates—Ruth B. Mills.....	36	45	52	56	
9	Calvert Agricultural (Calvert)	Alfred B. McVey.....	51	56	51	67	
10	North East (North East)	Guy Johnson.....	44	41	39	37	
11	Hurlock (Hurlock)	L. W. Meyer.....	83	76	64	75	
12	Thurmont (Thurmont)	H. L. Beachley.....	66	84	93	86	
13	Friendsville (Friendsville)	E. A. Browning.....	51	53	53	41	
14	Aberdeen (Aberdeen)	H. D. Harley.....	58	66	53	45	
15	Bel Air (Bel Air)	W. K. Klingaman.....	104	128	116	124	
16	Highland (Street)	Vorce E. Rhodes.....	45	45	58	60	
17	Jarrettsville (Jarrettsville)	Charles H. Schuster.....	55	48	44	64	
18	Rock Hall (Rock Hall)	Walter H. Davis.....	42	50	50	53	
19	Sherwood (Sandy Spring)	M. H. Hollinger— Ruth Shoemaker.....	49	41	41	45	
20	Gaithersburg (Gaithersburg)	Thomas W. Troxell.....	40	67	68	57	
21	Surrattsville (Clinton)	F. Bernard Gwynn.....	56	51	52	53	
22	Baden (Baden)	W. R. C. Connick.....	56	72	74	62	
23	Marlboro (Upper Marlboro)	Roger X. Day.....	42	51	40	49	
24	Laurel (Laurel)	Herbert Mitchell— I. E. Ford.....	96	106	84	102	

	Name and Location.	Principal, 1917-1918.	Enrollment.				
			1914- 1915	1915- 1916	1916- 1917	1917- 1918	
25	Stevensville (Stevensville)	A. Leonard Leary...	49	46	58	39	
26	Sudlersville (Sudlersville)	R. V. Pruitt—					
		Anna Harrison...	37	39	44	41	
27	Tri-County (Queen Anne).....	Clarcence H. Cordrey	41	43	47	49	
28	Washington (Princess Anne).....	W. Stewart Fitzgerald (Acting).....					
29	St. Michaels (St. Michaels).....	J. Paul Parris.....	78	99	108	103	
30	Oxford (Oxford)	Nellie R. Stevens.....	41	51	49	52	
31	Trappe (Trappe)	J. F. McBee.....	44	57	58	43	
32	Boonsboro (Boonsboro)	Raymond C. Staley.....	34	36	37	39	
33	Clear Spring (Clear Spring).....	George R. Sites.....	51	52	64	57	
34	Smithsburg (Smithsburg)	James E. Fleagle.....	42	55	61	60	
35	Sharptown (Sharptown)	Charles E. Tilghman.....	43	41	37	41	
36	Delmar (Delmar)	Morris L. Stier.....	40	50	45	51	
37	Nanticoke (Nanticoke)	C. Allan Carlson.....	44	48	51	46	
38	Buckingham (Berlin)	Eugene P. Pruitt.....	53	57	57	67	
39	Stockton (Stockton)	John S. Hill.....	29	38	37	45	
		Total (2nd Group)					2,282
		Total (1st Group)					5,654
		Grand Total, (1st and 2nd Groups)					7,936

STATE OF MARYLAND

Names of Teachers by Counties	School Address	Years Experience	Salary, 1917-1918	Subjects Taught, 1917-1918								
				English	Mathematics	History	Latin	Modern Language	Science	Commercial	Agriculture	Manual Training
Principals' Names First In List for Each School												
ALLEGANY												
William M. Tinker.....	Cumberland	16	\$1650	.	.	.	.	.	.	.	.	.
Anne M. Luman.....	"	20	850	✓	.	.	.	.	.	.	.	.
Anna M. T. Webster.....	"	12	750	.	.	.	.	.	.	.	.	.
Margaret S. Upham.....	"	1	750	.	.	.	.	.	.	.	.	.
Florence G. Warfield.....	"	8	750	✓	✓	✓	.	.	.	.	.	.
Esther Foster.....	"	8	750	✓	✓	✓	.	.	.	.	.	.
Rhoda Neal.....	"	4	600	.	.	.	.	.	.	.	.	.
Margaret S. Miller.....	"	10	830	.	.	.	.	.	.	.	.	.
Marian H. Gross.....	"	2	550	✓	✓	✓	.	.	.	.	.	.
Virginia W. Dixon.....	"	1	550	✓	✓	✓	.	.	.	.	.	.
Clementine Lewis.....	"	3	700	.	.	.	.	.	.	.	.	.
Peter D. Ruch.....	"	5	1050	.	.	.	.	.	.	.	.	.
M. Elizabeth Gruebele.....	"	1	700	.	.	.	.	.	.	.	.	.
Arthur F. Smith.....	Lonaconing	19	1650	✓	✓	.	.	.	.	.	.	.
Elizabeth C. Somerville.....	"	8	750	✓	✓	✓	.	.	.	.	.	.
Margaret L. Bell.....	"	4	600	✓	✓	✓	.	.	.	.	.	.
Robert R. Ritchie.....	"	3	750	✓	✓	✓	.	.	.	.	.	.
W. S. Morris.....	"	12	1100	✓	✓	✓	.	.	.	.	.	.
Anne M. Sloan.....	"	6	700	.	.	.	.	.	.	.	.	.
Albert H. Mory.....	"	1	800	.	.	.	.	.	.	.	.	.
S. Ross Gould.....	Frostburg	4	1650	.	.	.	.	.	.	.	.	.
Kate A. Porter.....	"	30	830	✓	✓	✓	.	.	.	.	.	.
(Mrs.) M. A. Kearsing.....	"	18	770	✓	✓	✓	.	.	.	.	.	.
(Miss) Leslie W. Orr.....	"	6	700	✓	✓	✓	.	.	.	.	.	.
Gertrude Kiley.....	"	1	600	✓	✓	✓	.	.	.	.	.	.
(Miss) M. J. Thomas.....	"	14	770	✓	✓	✓	.	.	.	.	.	.
Paul Grant.....	"	3	800	.	.	.	.	.	.	.	.	.
Oscar M. Chamberlain.....	"	1	900	.	.	.	.	.	.	.	.	.
S. M. Kanady.....	"	5	1000	.	.	.	.	.	.	.	.	.
Margaret Ewald.....	"	3	600	.	.	.	.	.	.	.	.	.
Oliver H. Bruce.....	Westernport	26	1500	✓	✓	✓	✓	✓	.	.	.	.
Carrie Hepburn.....	"	22	770	.	.	.	.	.	.	.	.	.
Anna Wagner.....	"	13	750	✓	✓	✓	✓	✓	.	.	.	.
Nellie Hanna.....	"	6	830	.	.	.	.	.	.	.	.	.
Abigail Schwab.....	"	3	750	.	.	.	.	.	.	.	.	.
Rhea Morgan.....	"	3	600	.	.	.	.	.	.	.	.	.
Gilbert C. Cooling.....	Barton	11	1450	✓	✓	✓	✓	✓	.	.	.	.
Daisy Cline.....	"	10	770	✓	✓	✓	✓	✓	.	.	.	.
Carrie L. Matthews.....	"	2	550	✓	✓	✓	✓	✓	.	.	.	.
Estelle Powell.....	"	½	550	✓	✓	✓	✓	✓	.	.	.	.
ANNE ARUNDEL												
Louise Linthicum.....	Annapolis	22	1450	✓	✓	✓	.	.	.	.	.	.
Emily Hopkins.....	"	10	800	✓	✓	✓	.	.	.	.	.	.
Clara B. Kent.....	"	11	750	✓	✓	✓	.	.	.	.	.	.
Nellie H. Bass.....	"	7	850	✓	✓	✓	✓	✓	.	.	.	.
Anna C. Redmond.....	"	1	700	✓	✓	✓	✓	✓	.	.	.	.
Sarah Mason.....	"	1	700	✓	✓	✓	✓	✓	.	.	.	.
Agnes Himmelheber.....	"	27	850	✓	✓	✓	✓	✓	.	.	.	.
Ivon T. Morton.....	"	8	1150	✓	✓	✓	✓	✓	.	.	.	.
Mary B. Tate.....	"	8	750	✓	✓	✓	✓	✓	.	.	.	.
BALTIMORE												
Mary O. Ebbaugh, Act. Prin.	Catonsville	12	1800	✓	✓	✓	✓	✓	.	.	.	.
Johanna Stuedle.....	"	3	660	✓	✓	✓	✓	✓	.	.	.	.
Robert M. Heine.....	"	5	1200	✓	✓	✓	✓	✓	.	.	.	.
Lillian M. Creighton.....	"	7	810	✓	✓	✓	✓	✓	.	.	.	.
Elinor Spicknall.....	"	4	710	✓	✓	✓	✓	✓	.	.	.	.

TEACHERS YEAR BOOK

25

Names of Teachers by Counties	School Address	Years Experience	Subjects Taught, 1917-1918							
			Salary, 1917-1918		English	Mathematics	History	Latin	Modern Language	Science
			Principals' Names First In List for Each School							
Emma Weyforth.....	Catonsville	1	660	✓	.	.	.	.	.	.
Norma V. Haslup.....	"	1	660	✓	✓	.	.	.	.	.
Hannah Scott.....	"	10	860	.	.	.	.	.	.	.
Katherine Braithwaite.....	"	3	1000	.	.	.	.	.	.	.
Spencer R. Hall.....	"	1	900	.	.	.	.	.	.	.
Addison J. Beane.....	Reisterstown	4	1800	.	✓	.	.	.	.	.
E. Georgien Ewing.....	"	16	1200	✓	.	.	.	.	.	.
Jessie M. Ebaugh.....	"	13	1000	.	.	✓	✓	.	.	.
L. Aileen McKenney.....	"	7	800	.	.	✓	✓	.	.	.
A. Marguerite Zouck.....	"	2	550	✓	.	.	.	.	.	.
Gertrude M. Fleurer.....	"	3	600	.	.	.	.	.	.	.
Marcia Leach.....	"	1	600	.	✓	.	✓	.	.	.
Mollie F. Saffell.....	"	1	520	.	.	✓	.	.	.	.
John J. Rodemeyer.....	"	1	.	.	.	.	.	.	.	.
Marie L. Kraft.....	Towson	1	.	.	.	.	.	.	.	✓
Arthur C. Crommer.....	"	13	1800	.	✓	.	.	.	.	.
M. Jane Alford.....	"	12	1200	.	✓	.	✓	.	.	.
R. Louise Balls.....	"	15	1000	✓	.	.	✓	.	.	.
Agnes Bandel.....	"	8	850	.	✓	.	.	.	.	.
Helen R. Coulter.....	"	9	900	✓	.	✓	.	.	.	.
Edna Rathholz.....	"	3	600	.	.	✓	.	.	.	.
Ethel V. Fisher.....	"	6	800	✓	✓	.	✓	.	.	.
Edyth Gorsuch.....	"	3	750	✓	✓	✓	.	.	.	.
Elsie Lee Lewis.....	"	6	900	.	✓	.	.	.	.	.
C. Mae Townsend.....	"	1	800	✓	.	✓	.	.	.	.
Edna F. Schwartz.....	"	2	550	.	✓	✓	✓	.	.	.
Nannie Feast.....	"	10	800	.	.	.	.	.	.	.
Sara B. Dampman.....	"	6	950	.	.	.	.	.	.	.
D. F. Shamberger.....	"	11	.	.	.	.	.	.	.	.
Joseph Blair.....	Sparrows Point	10	1800	.	✓	✓	.	.	.	.
Caroline L. Ziegler.....	"	10	1200	✓	.	.	✓	.	.	.
Frances M. Lvnch.....	"	5	700	.	✓	.	✓	.	.	.
Ruth A. Cramer.....	"	2	600	.	✓	.	✓	.	.	.
Nellie Hinds.....	"	1	500	.	.	.	.	.	.	.
Mabel L. Stephenson.....	"	10	1200	.	.	.	.	.	.	.
Harry Hoshall.....	"	10	1300	.	.	.	.	.	.	.
William B. Kemp.....	Sparks	2	1800	.	.	.	.	.	.	.
Walter H. Mays.....	"	6	.	.	✓	.	.	.	.	.
Gertrude L. Gorsuch.....	" .....	.	1200	✓	.	✓	.	.	.	.
Ruth A. Young.....	"	3	800	.	.	.	.	.	.	.
CAROLINE										
Phineas Morris.....	Denton	11	1300	.	✓	.	.	.	✓	.
(Mrs.) Elizabeth E. Pippin.....	"	20	800	✓	.	✓	.	.	.	.
M. Lucetta Sisk.....	"	6	900	✓	.	.	.	.	.	.
Stephanie M. Ford.....	"	1	550	.	.	.	✓	✓	.	.
Hazel V. Bullock.....	"	4	267	.	.	.	✓	.	.	.
Gertrude Kemp.....	"	2	450	.	.	.	.	.	.	.
A. C. Brower.....	Federalsburg	43	1400	.	✓	.	.	✓	.	.
Mary R. Clough.....	"	4	700	✓	.	.	.	.	.	.
Virginia M. Cain.....	"	2	600	.	.	✓	✓	✓	.	.
Thomas B. McCloud.....	"	1	600	.	✓	✓	.	.	.	.
Ruth N. Brawner.....	"	4	650	.	.	.	.	.	.	.
Hazel V. Bullock.....	"	4	300	.	.	.	.	.	.	.
Howard D. Evans.....	Ridgeley	5	1200	.	✓	.	.	.	.	.
Addie L. Wilson.....	"	5	600	✓	.	✓	.	.	.	.
Gladys Smith.....	"	1	500	✓	.	✓	.	.	.	.
Hazel V. Bullock.....	"	4	300	.	.	.	.	.	.	.
Wilbur H. Jump.....	Preston	8	1200	.	✓	.	.	.	.	.
Mary E. Davis.....	"	5	600	✓	.	✓	.	.	.	.
Hilda Turner.....	"	2	500	.	✓	✓	✓	✓	.	.
(Mrs.) Mabel Wood.....	" .....	.	800	.	.	.	.	.	✓	✓

STATE OF MARYLAND

Names of Teachers by Counties	Principals' Names First In List for Each School	School Address	Years Experience	Salary, 1917-1918	Subjects Taught, 1917-1918									
					English	Mathematics	History	Latin	Modern Language	Science	Commercial	Agriculture	Manual Training	Household Economics	Drawing
CARROLL														
Charles H. Kolb.....		Westminster ..	16	1400	.	.	✓	.	.	.	.	.	.	.
Wiley W. Jenkins.....		" 6	700	.	✓	.	.	✓	.	✓	.	.	.	.
George F. Morelock.....		" 15	200	.	✓	.	.	✓	.	✓	.	.	.	.
M. Katherine Fiscel.....		" 2	550	✓	.	✓	✓	✓	.	.	.	.	.	.
Nellie D. Hancock.....		" 1	500	✓	.	✓	✓	✓	.	.	.	.	.	.
Samuel P. Caltrider.....		" 4	800	.	.	.	.	.	.	.	.	.	✓	.
Ross J. Blocher.....		" 6	700	.	.	.	.	.	.	.	✓	.	.	.
Margaret A. Bream.....		" 2	600	.	.	.	.	.	.	.	.	.	✓	.
Frank R. Young.....		Mt. Airy	7	1100	.	.	.	✓	.	.	.	.	.	.
Helen R. Houck.....		" 2	500	.	✓	.	✓	.	✓	.	.	.	.	.
Velma C. Hontz.....		" 1	500	✓	.	✓	✓	✓	.	✓	.	.	.	.
M. Eleanor Albaugh.....		" 2	500	.	.	.	.	.	.	.	.	.	✓	.
H. B. Winant.....		" 1	600	.	.	.	.	.	.	.	.	.	.	.
Winona Greiman, Act. Prin.		Taneytown	2	600	.	✓	.	✓	.	✓	.	✓	.	.
Nellie Royer.....		" 1	500	.	✓	.	✓	.	✓	.	.	.	.	.
Elizabeth Crapster.....		" 1	525	.	✓	.	✓	.	✓	.	.	.	.	.
CECIL														
Edwin B. Fockler.....		Elkton	20	1400	.	✓	✓	.	.	.	.	.	.	.
Katherine M. Bratton.....		" 11	700	.	✓	.	✓	.	✓	.	.	.	.	.
M. Ethel Hall.....		" 11	700	.	✓	.	✓	✓	✓	.	.	.	.	.
Nora M. Stoll.....		" 9	700	✓	.	.	.	.	✓	.	.	.	.	.
Henrietta Booth.....		" 1	500	✓	.	.	.	.	✓	.	.	.	.	.
Evelyn P. Kimble.....		" 7	700	✓	.	.	.	.	✓	.	✓	.	.	.
Gilbert Borredole.....		" 2	1000	.	.	.	.	.	.	.	.	.	✓	.
Edith Watson.....		" 1	600	.	.	.	.	.	.	.	.	.	✓	.
Ruth B. Mills, Act. Prin.		Chesapeake City	31	600	.	✓	.	✓	.	✓	.	.	.	.
Hilda R. Ostrom.....		" 1	500	✓	.	.	✓	.	✓	.	.	.	.	.
Grace W. Price.....		" 11	500	.	✓	.	✓	.	✓	.	✓	.	.	.
Helen F. Chipman.....		" 1	500	.	✓	.	✓	.	✓	.	✓	.	.	.
Edith Watson.....		" 1	600	.	✓	.	✓	.	✓	.	✓	.	.	.
Gilbert Borredale.....		" 2	1000	.	✓	.	✓	.	✓	.	✓	.	.	.
Alfred B. McVey.....		Calvert	9	1200	.	.	.	.	.	✓	.	✓	.	.
J. M. Thompson.....		" 8	800	.	✓	.	✓	.	✓	.	✓	.	.	.
Edna L. Mayberry.....		" 2	500	✓	.	.	✓	.	✓	.	✓	.	.	.
Wm. Maloney.....		" 5	1000	.	✓	.	✓	.	✓	.	✓	.	.	.
Olga Raue.....		" 1	600	.	✓	.	✓	.	✓	.	✓	.	.	.
Guy Johnson.....		North East	6	1200	.	✓	✓	✓	.	.	.	.	.	.
Cleora Landon.....		" 6	700	✓	.	✓	✓	.	✓	.	✓	.	.	.
Reba Joachim.....		" 1	500	.	✓	.	✓	.	✓	.	✓	.	.	.
Wm. Maloney.....		" 5	1000	.	✓	.	✓	.	✓	.	✓	.	.	.
Olga Raue.....		" 1	600	.	✓	.	✓	.	✓	.	✓	.	.	.
DORCHESTER														
E. C. Seitz.....		Cambridge	15	1400	.	✓	.	.	.	.	.	.	.	.
Lindsay C. Marshall.....		" 10	800	.	✓	.	✓	.	✓	.	✓	.	.	.
Bessie E. Bradshaw.....		" 10	700	✓	.	✓	✓	.	✓	.	✓	.	.	.
Bertha M. Robinson.....		" 6	700	✓	.	✓	✓	.	✓	.	✓	.	.	.
Elizabeth A. Mundy.....		" 3	600	✓	.	✓	✓	.	✓	.	✓	.	.	.
Nita P. Perry.....		" 9	700	.	✓	.	✓	.	✓	.	✓	.	.	.
Albert L. Farver.....		" 17	1900	.	✓	.	✓	.	✓	.	✓	.	.	.
Anna G. Collins.....		" 5	650	.	✓	.	✓	.	✓	.	✓	.	.	.
Nellie Christopher.....		" 5	600	.	✓	.	✓	.	✓	.	✓	.	.	.
L. W. Meyer.....		Hurlock	2	1000	.	✓	✓	.	✓	.	✓	.	.	.
Mattie Zutavern.....		" 3	700	✓	.	✓	✓	.	✓	.	✓	.	.	.
Lois Bloxom.....		" 1	600	.	✓	.	✓	.	✓	.	✓	.	.	.
Paul Houseworth.....		" 3	700	.	✓	.	✓	.	✓	.	✓	.	.	.

Names of Teachers
by Counties
Principals' Names First In
List for Each School

School Address

Subjects Taught, 1917-1918

		Years Experience	Salary, 1917-1918	English	Mathematics	History	Latin	Modern Language	Science	Commercial	Agriculture	Manual Training	Household Economics	Drawing	Music	Civics	Teacher Training
FREDERICK																	
John L. Sigmund ('Boys')	Frederick	11	2000	✓	..	..	..	..	..	..	..	..	..	..	..	..	..
Mary C. Ott.	"	8	900	✓	..	..	..	..	..	..	..	..	..	..	..	..	..
Katherine Wehler.	"	4	810	✓	..	..	..	..	..	..	..	..	..	..	..	..	..
Mildred C. Filler.	"	11	765	..	..	..	..	..	..	..	..	..	..	..	..	..	..
F. A. Lewis.	"	3	1000	..	✓	..	..	..	..	..	..	..	..	..	..	..	..
S. Fenton Harris.	"	9	1000	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Spencer C. Stull.	"	11	1200	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Wm. H. Kishbaugh.	"	2	850	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Charles H. Remsberg ('Girls')	"	18	1800	..	✓	..	..	..	..	..	..	..	..	..	..	..	..
§Lillie M. Wiener.	"	10	850	..	✓	✓	..	..	..	..	..	..	..	..	..	..	..
Claude U. Stottlemeyer.	"	8	..	..	✓	✓	..	..	..	..	..	..	..	..	..	..	..
Pearl A. Eader.	"	10	850	✓	..	..	..	..	..	..	..	..	..	..	..	..	..
Katherine M. Wiener.	"	6	810	..	✓	..	..	..	..	..	..	..	..	..	..	..	..
Edith Gardner.	"	4	810	✓	..	..	..	..	..	..	..	..	..	..	..	..	..
Anna B. Kemp.	"	1	810	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Nannette Shaffer.	"	1	630	..	..	..	..	..	..	..	..	..	..	..	..	..	..
C. Bess Castle.	"	3	720	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Mildred De Lashmutt.	"	3	630	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Oscar M. Fogle.	Brunswick	15	1650	..	..	..	..	..	..	..	..	..	..	..	..	..	..
A. Virginia Reich.	"	12	810	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Chas. E. Moylan.	"	1	810	..	..	..	..	..	..	..	..	..	..	..	..	..	..
M. Ruth Coblenz.	"	4	675	..	..	..	..	..	..	..	..	..	..	..	..	..	..
C. C. Stull.	"	1	630	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Nora E. Yost.	"	13	720	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Daisy Hanna.	Middletown	13	1650	..	..	..	..	..	..	..	..	..	..	..	..	..	..
R. E. Kieeny.	"	10	1000	..	..	..	..	..	..	..	..	..	..	..	..	..	..
W. E. Hauver.	"	4	950	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Roscoe M. Doub.	"	7	810	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Marcelene Kefauver.	"	1	630	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Mary H. Wyand.	"	1	630	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Ella C. Bliss.	"	1	630	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Frank Remsberg.	Thurmont	1	630	..	..	..	..	..	..	..	..	..	..	..	..	..	..
H. S. Beachley.	"	23	1500	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Alvey M. Isanogle.	"	18	1000	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Ruth A. Firor.	"	6	810	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Ruth F. Wrightson.	"	3	765	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Nunia Browning.	"	1	630	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Edna Engle.	"	4	630	..	..	..	..	..	..	..	..	..	..	..	..	..	..
J. M. Lantz.	"	1	720	..	..	..	..	..	..	..	..	..	..	..	..	..	..
GARRETT																	
C. Edward Bender.	Oakland	11	1400	..	✓	..	..	..	..	..	..	..	..	..	..	..	..
†A. D. Appleton.	"	2	507	✓	..	..	..	..	..	..	..	..	..	..	..	..	..
S. E. Wicker.	"	1	500	✓	✓	✓	..	..	..	..	..	..	..	..	..	..	..
C. H. Collison.	"	3	542	..	..	..	..	..	..	..	..	..	..	..	..	..	..
† Marguerite Hart.	"	1	205	✓	..	..	..	..	..	..	..	..	..	..	..	..	..
H. A. Loraditch.	"	17	700	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Icie Friend.	"	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Erna Fismer.	"	1	500	..	..	..	..	..	..	..	..	..	..	..	..	..	..
E. H. Browning.	Friendville	6	1200	✓	..	..	..	..	..	..	..	..	..	..	..	..	..
J. W. Holman.	"	3	675	✓	..	..	..	..	..	..	..	..	..	..	..	..	..
L. K. Young.	"	1	500	✓	..	..	..	..	..	..	..	..	..	..	..	..	..
Izetta Fox.	"	1	500	..	..	..	..	..	..	..	..	..	..	..	..	..	..
HARFORD																	
J. Herbert Owens.	Havre de Grace.	9	1500	..	✓	..	..	..	..	..	..	..	..	..	..	..	..
Homer C. Holland.	"	2	1000	..	✓	..	..	..	..	..	..	..	..	..	..	..	..

† Part of Year



‡ Deceased.

STATE OF MARYLAND

TEACHERS YEAR BOOK

29

Names of Teachers by Counties	School Address	Years Experience	Subjects Taught, 1917-1918													
			Salary, 1917-1918	English	Mathematics	History	Latin	Modern Language	Science	Commercial	Agriculture	Manual Training	Household Economics	Drawing	Music	Civics	Teacher Training
Gail Wade.....	Gaithersburg	1 | 625		✓				✓								
Maude Broome.....	Sec Rockville															
Robert L. Tolson.....	Gaithersburg	1200		✓	✓											
Ruth Shoemaker.....	Sandy Spring	7 | 1025		✓	✓	✓	✓									
Irene Rice.....	"	1 | 625		✓	✓	✓	✓	✓								
Gladys Brooke.....	"	1½ | 300		✓	✓	✓	✓	✓								
John H. Janney.....	"	4 | 900		✓	✓	✓	✓	✓								
Minnie Carlisle.....	"	3 | 725		✓	✓	✓	✓	✓								
PRINCE GEORGE'S																
K. J. Morris.....	Hyattsville	22 | 1400		✓	✓	✓	✓									
Mary A. Dandy.....	"	8 | 800		✓	✓	✓	✓									
Otto C. Gsantner.....	"	2 | 750		✓	✓	✓	✓	✓								
A. K. Stockebrand.....	"	1 | 750		✓	✓	✓	✓	✓								
Rebecca Merriam.....	"	3 | 325		✓	✓	✓	✓	✓								
William Bentz.....	"	1 | 810		✓	✓	✓	✓	✓								
Margaret Meyers.....	"	1 | 500		✓	✓	✓	✓	✓								
J. Edward Ford.....	Laurel	20 | 1400		✓	✓	✓	✓	✓								
Margaret E. Edmondson.....	"	11 | 800		✓	✓	✓	✓	✓								
Elizabeth Gardner.....	"	10 | 800		✓	✓	✓	✓	✓								
Amelia H. Fritz.....	"	7 | 750		✓	✓	✓	✓	✓								
†Margaret Beall.....	"	1 | 400		✓	✓	✓	✓	✓								
F. Bernard Gwynn.....	Clinton	7 | 1100		✓	✓	✓	✓	✓								
Anna S. Blandford.....	"	10 | 800		✓	✓	✓	✓	✓								
Agnes C. Blandford.....	"	12 | 800		✓	✓	✓	✓	✓								
(Mrs.) Anna MacKay.....	"	17 | 800		✓	✓	✓	✓	✓								
W. R. C. Cormick.....	Baden	6 | 1320		✓	✓	✓	✓	✓								
Clara C. Gibbons.....	"	6 | 700		✓	✓	✓	✓	✓								
Eloise Dyson.....	"	1 | 600		✓	✓	✓	✓	✓								
Margaret J. Wilson.....	"	6 | 760		✓	✓	✓	✓	✓								
Howard M. Dent.....	"	1½ | 960		✓	✓	✓	✓	✓								
Roger X. Day.....	Upper Marlboro	5 | 1100		✓	✓	✓	✓	✓								
Charles W. Plummer.....	"	½ | 650		✓	✓	✓	✓	✓								
Gertrude Wyville.....	"	½ | 600		✓	✓	✓	✓	✓								
QUEEN ANNE'S																
J. Fred Stevens.....	Centreville	6 | 1300		✓	✓	✓	✓	✓								
Nannie P. Keating.....	"	6 | 725		✓	✓	✓	✓	✓								
M. Esthci Brown.....	"	3 | 600		✓	✓	✓	✓	✓								
Ruth Ann Stewart.....	"	6 | 600		✓	✓	✓	✓	✓								
Julia S. Keeton.....	"	2 | 700		✓	✓	✓	✓	✓								
John T. Bruehl.....	"	15 | 1150		✓	✓	✓	✓	✓								
Medora Mantz.....	"	2 | 700		✓	✓	✓	✓	✓								
A. Leonard Leary.....	Stevensville	1 | 1000		✓	✓	✓	✓	✓								
(Mrs.) Ola Carter.....	"	1 | 600		✓	✓	✓	✓	✓								
(Mrs.) Martha Gillespie.....	"	12 | 600		✓	✓	✓	✓	✓								
Reginald V. Truitt.....	Sudlersville	4 | 1200		✓	✓	✓	✓	✓								
Anna C. Harrison.....	"	6 | 700		✓	✓	✓	✓	✓								
Madeline George.....	"	2 | 600		✓	✓	✓	✓	✓								
John T. Bruehl.....	See Centreville			✓	✓	✓	✓	✓								
Medora Mantz.....	"			✓	✓	✓	✓	✓								
C. H. Cordrey.....	Queen Anne	5 | 1100		✓	✓	✓	✓	✓								
Irene Roe.....	"	3 | 550		✓	✓	✓	✓	✓								
(Mrs.) Mary Cooper.....	"	4 | 600		✓	✓	✓	✓	✓								
SOMERSET																
Frederick E. Gardner.....	Crisfield	28 | 1400		✓	✓	✓	✓	✓								
Addie E. Handy.....	"	9 | 700		✓	✓	✓	✓	✓								

† Part of Year.

Subjects Taught, 1917-1918																	
Names of Teachers by Counties		School Address	Years Experience	Salary, 1917-1918	English			Mathematics			History			Latin		Modern Language	
Principals' Names First In List for Each School																	
Rosalie C. Cain.....	Crisfield	3	600	:	:	V	V	:	:	:	:	:	:	:	:		
Miriam B. Dryden.....	"	1	500	V	:	V	V	:	:	V	:	V	:	:			
Margaret Tull.....	"	1	500	:	V	V	V	:	V	V	:	V	:	V			
Melvin Horsey.....	"	4	700	:	V	V	V	:	V	V	:	V	:	V			
Frances Moore.....	"	1	675	:	V	V	V	:	V	V	:	V	:	V			
A. J. Wills.....	"	1	800	:	V	V	V	:	V	V	:	V	:	V			
W. Stewart Fitzgerald.....	Princess Anne	2	1500	V	V	V	V	:	V	V	:	V	:	V			
(Mrs.) Mary D. Fitzgerald.....	"	2	550	V	V	V	V	:	V	V	:	V	:	V			
Mildred Powell.....	"	1	500	V	V	V	V	:	V	V	:	V	:	V			
Elizabeth Cahill.....	"	500		V	V	V	V	:	V	V	:	V	:	V			
Frances Moore.....	See Crisfield			V	V	V	V	:	V	V	:	V	:	V			
A. J. Wills.....	"			V	V	V	V	:	V	V	:	V	:	V			
TALBOT																	
C. A. McBride.....	Easton	9	1500	:	V	V	V	:	V	V	:	V	:	V			
Mary T. Brennan.....	"	11	700	V	V	V	V	:	V	V	:	V	:	V			
Clara B. Price.....	"	9	700	V	V	V	V	:	V	V	:	V	:	V			
Mildred L. Willis.....	"	4	500	:	V	V	V	:	V	V	:	V	:	V			
Minnie Callaway.....	"	3	600	:	V	V	V	:	V	V	:	V	:	V			
Hetty L. Newnam.....	"	4	700	:	V	V	V	:	V	V	:	V	:	V			
William L. Hull.....	"	9	1000	:	V	V	V	:	V	V	:	V	:	V			
Paul S. Parris.....	St. Michaels	2	1100	:	V	V	V	:	V	V	:	V	:	V			
May M. Kemp.....	"	14	750	:	V	V	V	:	V	V	:	V	:	V			
Cora Dodson.....	"	6	500	V	V	V	V	:	V	V	:	V	:	V			
Miriam Dennis.....	"	2	500	:	V	V	V	:	V	V	:	V	:	V			
William L. Hull.....	See Easton		1000	:	V	V	V	:	V	V	:	V	:	V			
Nellie R. Stevens.....	Oxford	27	1200	:	V	V	V	:	V	V	:	V	:	V			
Virginia Bouldin.....	"	18	700	V	V	V	V	:	V	V	:	V	:	V			
Erma B. Stewart.....	"	13	550	V	V	V	V	:	V	V	:	V	:	V			
Margaret Timmons.....	"	1	500	:	V	V	V	:	V	V	:	V	:	V			
J. Frank McGee.....	Trappe	20	1200	:	V	V	V	:	V	V	:	V	:	V			
Margaret Shure.....	"	1	550	V	V	V	V	:	V	V	:	V	:	V			
Mabel Jones.....	"	1	500	V	V	V	V	:	V	V	:	V	:	V			
WASHINGTON																	
John D. Zentmyer (Male).....	Hagerstown	10	1500	:	V	V	V	:	V	V	:	V	:	V			
J. B. H. Bowser.....	"	20	1140	V	V	V	V	:	V	V	:	V	:	V			
I. Keller Shank.....	"	12	900	V	V	V	V	:	V	V	:	V	:	V			
Louis M. Strite.....	"	7	1020	:	V	V	V	:	V	V	:	V	:	V			
William Anthony.....	"	7	1200	:	V	V	V	:	V	V	:	V	:	V			
Glenn Poffenberger.....	"		1080	:	V	V	V	:	V	V	:	V	:	V			
D. Webster Groh.....	"	9	1080	:	V	V	V	:	V	V	:	V	:	V			
Herbert M. Lippy.....	"	13	1140	:	V	V	V	:	V	V	:	V	:	V			
John B. Houser (Female).....	"	25	1500	:	V	V	V	:	V	V	:	V	:	V			
Ina L. Slaughenhaupt.....	"	11	900	V	V	V	V	:	V	V	:	V	:	V			
Laura C. King.....	"	6	900	V	V	V	V	:	V	V	:	V	:	V			
Winnie M. Smith.....	"	8	840	V	V	V	V	:	V	V	:	V	:	V			
Electa Ziegler.....	"	4	840	V	V	V	V	:	V	V	:	V	:	V			
Edith M. Hill.....	"	9	846	V	V	V	V	:	V	V	:	V	:	V			
Mary M. Kaylor.....	"	9	900	V	V	V	V	:	V	V	:	V	:	V			
Susan F. Heyser.....	"	4	840	V	V	V	V	:	V	V	:	V	:	V			
Raymond E. Staley.....	Boonsboro	6	1075	V	V	V	V	:	V	V	:	V	:	V			
John F. Houck.....	"	2	840	V	V	V	V	:	V	V	:	V	:	V			
Mabel Slagen.....	"	2	600	V	V	V	V	:	V	V	:	V	:	V			
Mary S. Keedy.....	"	4	660	V	V	V	V	:	V	V	:	V	:	V			
George A. Sites.....	Clear Spring	4	1100	V	V	V	V	:	V	V	:	V	:	V			
Vergil Doub.....	"	2	840	V	V	V	V	:	V	V	:	V	:	V			
J. Kieffer Funk.....	"	1	840	V	V	V	V	:	V	V	:	V	:	V			
Maria Schnebly.....	"	3	600	V	V	V	V	:	V	V	:	V	:	V			
James E. Fleagle.....	Smithsburg	7	1000	V	V	V	V	:	V	V	:	V	:	V			
John F. Bussard.....	"	3	840	V	V	V	V	:	V	V	:	V	:	V			
Elizabeth Clever.....	"	2	600	V	V	V	V	:	V	V	:	V	:	V			

Names of Teachers by Counties	Principals' Names First In List for Each School	School Address	Subjects Taught, 1917-1918													
			Years' Experience			Salary, 1917-1918			English			Mathematics				
			1	2	3+	\$100	\$200	\$300	✓	✓	✓	✓	✓	✓		
WICOMICO			R. Lee Clark.....	Salisbury	9	\$1400	..	✓	..	..	..	..	..	..
Alma E. Lankford.....			"	"	11	630	..	..	..	✓	..	..	..	..
Emily I. Dashell.....			"	"	4	630	✓	..	..	..	✓	..	..	..
Katharine True.....			"	"	7	675	..	..	✓	..	✓	..	..	..
Mary L. Tull.....			"	"	2	630	..	..	✓	..	..	..	..	..
Alice Wailes.....			"	"	1	585	..	..	✓	..	..	..	..	..
Helen M. Simpers.....			"	"	1	630	..	..	✓	..	..	✓	..	..
Ida O. Smith.....			"	"	2	630	..	..	✓	..	..	✓	..	..
Margaret Waller.....			"	"	2	585	✓	..	..	..	..	..	..	..
Nellie F. Hill.....			"	"	6	650	✓	..	..	..	..	..	..	..
J. Bayard Parsons.....			"	"	1	630	..	..	..	..	..	..	..	..
Paul C. Phillips.....			"	"	3	720	..	..	✓	..	..	..	..	..
Ida Morris.....			"	"	4	675	..	..	..	..	..	..	..	..
Ruth Powell.....			"	"	3	750	..	..	..	..	..	..	..	..
Dorothy Mitchell.....			"	"	3	540	..	..	..	..	..	..	..	..
William Ingersoll.....			"	"	1	530	..	..	..	..	..	..	..	..
Annie H. Peters.....			"	"	4	720	..	..	..	..	..	✓	..	..
Mildred M. Black.....			"	"	3	540	..	..	..	..	..	✓	..	..
Charles E. Tilghman.....			Sharptown	..	4	1200	..	✓	..	..	..	✓	..	..
E. K. McIntosh.....			"	"	6	720	..	..	✓	..	..	✓	..	..
Mary Wilson.....			"	"	1	500	✓	..	..	✓	..	..	..	..
Bertha McGrath.....			"	"	5	630	..	..	..	..	..	..	..	..
Morris L. Stier.....			Delmar	..	13	1200	..	✓	..	✓	✓	..	..	..
Anna M. Jester.....			"	"	3	540	✓	..	..	✓	..	..	..	..
Susan Utz.....			"	"	1	500	..	..	✓	..	..	✓	..	..
Bertha McGrath.....			"	"	5	*	..	..	..	..	..	..	..	..
C. Allen Carlson.....			Nanticoke	..	3	1000	..	✓	..	..	..	✓	..	..
Rachael Jester.....			"	"	3	500	✓	..	..	✓	..	..	✓	..
Lucy J. Walter.....			"	"	1	..	..	..	✓	..	..	✓	..	..
WORCESTER																
E. Clarke Fontaine.....			Pocomoke City	16	\$1500	..	..	..	✓	✓	..	..	..	..
Newell M. Corddry.....			"	"	5	900	..	✓	..	..	..	..	..	..
Mary E. Hamilton.....			"	"	2	750	✓	✓	..	..	..	..	..	..
Mary W. Davy.....			"	"	2	600	..	..	..	..	..	..	..	..
Marian Stevens.....			"	"	4	550	..	..	✓	..	..	..	..	..
Evelyn Gardner.....			"	"	2	650	✓	..	..	..	..	..	..	..
Ida Belle Wilson.....			"	"	1	550	✓	..	..	✓	..	..	..	..
Edith L. Stevenson.....			"	"	5	600	✓	..	..	..	..	✓	..	..
Ethel M. Dix.....			"	"	8	800	..	..	..	..	..	..	..	..
Lelia M. Bounds.....			"	"	3	650	..	..	..	..	..	..	✓	✓
E. W. Pruitt.....			Berlin	..	7	1200	..	✓	..	✓	✓	..	..	..
Ella Massey.....			"	"	12	700	✓	..	..	✓	..	..	..	..
Emily K. Dryden.....			"	"	1	500	..	..	..	..	✓	✓	..	..
Mary F. Bailey.....			"	"	6	600	..	..	..	..	..	✓	..	..
Anna Adkins.....			"	"	5	500	..	..	..	..	..	..	✓	✓
John S. Hill.....			Stockton	..	30	1300	..	✓	..	..	..	✓	..	..
Lucile R. Taylor.....			"	"	6	700	✓	..	..	..	..	✓	..	..
Mary N. Hyland.....			"	"	5	500	..	..	✓	✓	✓	..	..	✓
Margaret H. Showell.....			"	"	3	500	..	..	..	..	..	..	..	..
Arthur C. Humphreys.....			Snow Hill	..	18	1500	..	✓	..	..	..	..	..	..
Edna S. Whaley.....			"	"	17	900	✓	..	..	..	..	..	..	..
Grace A. Yeakel.....			"	"	5	810	..	..	..	..	..	..	..	..
Sallie Sterling.....			"	"	1	600	..	..	✓	✓	✓	..	..	..
Julia A. Bratten.....			"	"	9	700	..	✓	✓	..	..	..	..	..
Ethel M. Solloway.....			"	"	6	800	..	..	..	..	..	✓	..	..
Nancy Purnell.....			"	"	5	700	..	..	..	..	..	✓	..	..
Levin J. Kelley.....			"	"	16	800	..	..	..	..	..	✓	..	..

*See Sharptown.

Manual Training
Household Economics
Drawing
Music
Civics
Teacher Training

THE MAKING OF CURRICULA.

NOTE—One of the pressing demands of the schools of Maryland—elementary, high and colored—is a course of study adapted to the needs of each school and the community it serves. State and county officials will bend their energies during the coming year to the production of such courses. Every teacher will be expected to make some appreciable contribution to them, either in subject-matter or method. The principles herein outlined were proposed by Dr. Frank M. McMurry as tentative standards of procedure and used as a basis for discussion in classes studying curriculum-making at Teachers' College. See also the McMurry articles in *Teachers' College Record* for September, 1915. Under the guidance of these principles no principal or teacher need hesitate to do his or her part in the making of a curriculum; and superintendents or supervisors should accept no excuse for failure on the part of any teacher on whom they may call for a contribution.

I. STANDARDS.

1. Standards are necessary for judging a curriculum, just as they are necessary for judging class-room teaching.

2. The same standards hold for judging a curriculum as for judging class-room teaching, since the two aim at the same results.

3. One standard for judging class-room teaching is the extent to which it identifies the pupil with social affairs; with the leading interests in present social life.

4. The curriculum, likewise, must be judged by the extent to which it deals with live social issues:

- a. With social issues, primarily, that are of present or near-future value in the eyes of the pupil, and are partly local.
- b. Secondarily, with those that promise to be of value when the pupil becomes an adult.

5. Another standard for judging class-room teaching is the extent of its provision for the individuality of pupils.

6. The curriculum, likewise, must be judged:

- a. By the extent to which it is adapted to the past experiences, present abilities and environment, and probable future interests and needs of the particular children to whom it is presented.
- b. By the extent to which it shows regard for the particular tastes and abilities of the teachers who are to present it.
- c. By the extent to which it is adapted to the particular equipment in text-books, reference books, etc.

Corollaries:

(1) The curriculum should be planned for the smallest possible unit above the *class*, which is the *individual school*.

(2) A careful survey of each school district—touching points mentioned in 4 and 6—is necessary in order to secure a basis for selection of subject-matter.

(3) Uniformity in curricula for the schools of a system, instead of being a merit, is one of the worst evils. It is opposed to the aims and principles of education, and is a mere administrative convenience to be provided for only to the extent that higher standards allow.

7. A third standard for judging class-room teaching is the extent to which *organization* of subject-matter is secured in the minds of pupils.

8. The curriculum must, likewise, be judged by the degree of organization in its subject-matter.

Several items need consideration here, as follows:

- a. The principal unit of subject-matter cannot be the single fact—which is altogether too small—nor the “topic”—which gives no basis of selection or organization of facts within its scope—but should be the *problem*; and, since the curriculum should deal with social issues, it should be the *social or human problems*—which meets the condition of good thinking by providing for motive and for pointedness.
- b. Sufficient data should be presented under each problem to furnish material for a reasonably forceful answer.
- c. Careful grouping of the data bearing in each problem and close sequence among such data are necessary for the sake of clearness.
- d. Though the pupil's approach to the various divisions of any study should be made on the basis of social problems (psychological) as above suggested, yet, before learning any study, its subject-matter should be organized according to the relations its parts bear to one another, i. e., scientifically or logically. Both kinds of organization should appear in the official curriculum.
- e. The correlation of the various studies with one another is a very important phase of organization; and the sequence within each study is usually loose enough to allow extensive correlation.

Corollaries:

- (1) A study is not primarily raw fact nor pure science; it is primarily applied science, or *facts brought into relation to life*.
- (2) There is little place for detached facts in a well organized curriculum.

9. A fourth standard for judging class-room teaching is the attention paid to the *relative values* of facts by the pupils.

10. The curriculum must, likewise, be judged by the attention it pays to relative values.

The following items deserve consideration here:

- a. Those lines of work (studies) should be selected whose content most directly bears upon the difficulties to be overcome in daily life.
- b. The same standard should hold of selection of problems within each subject.
- c. The mechanical facts and processes peculiar to each study should be placed in their proper setting, subordinated to vital problems.

Corollary: No study or part of a study should be included mainly on account of its training value, without reference to the worth of its content.

11. A fifth standard by which class-room instruction should be judged is the completeness of control over ideas secured by the pupil, even to the formation of mechanical habits.

12. The curriculum should, likewise, be judged by the extent of its provision for the *using* of knowledge.

The following items deserve consideration in this connection:

- a. Each study should consist of theory and practice, not theory alone.
- b. Those parts of each study over which the pupil should secure the fullest control should be placed where they will be most fully reviewed and used in the consideration of other topics.
- c. Great precaution should be taken to present the curriculum in

STATE OF MARYLAND

a way that will avoid giving the impression that quantity of ground covered is more important than quality of work done.

- d. Examination questions should be suggested in the syllabus that test, primarily, method of work by pupils rather than knowledge of subject-matter.

13. *Corollaries:*

- a. A degree of skill is required in the making of a curriculum paralleling and equaling that required in class-room instruction.
- b. The curriculum and syllabi should cover much more space than they have usually heretofore covered, in order that they may prove a proper help and even inspiration to the class-room teacher.

II. PARTICIPANTS, AND DUTIES OF HIGHER OFFICERS.

1. The entire teaching staff should be actively identified with the work of preparing a curriculum, just as all should be directly identified, in some way, with class-room method.

2. The higher officers of instruction should assume responsibility for the following tasks:

- a. A statement of the controlling ideas (as in I above) for preparation of a curriculum, this statement to be placed in the hands of teachers.
- b. Determination of the most desirable lines or branches of study, as generally agreed upon in systems of schools.
- c. Determination of the most desirable correlations of studies.
- d. Such uniformity of subject-matter as is consonant with the aims and principles of education.
- e. A statement as to the importance and desirable character of general exercises.
- f. A statement of time allotments as generally arranged in systems of schools.
- g. Suggestions concerning method and any other matter of importance.
- h. Such organization of the entire staff as will secure constant improvement.

III. METHOD OF PROCEDURE IN A SYSTEM OF SCHOOLS.

A. *Plan for Uniform Minimum Curricula.*

1. Owing to necessary uniformity in the aims and principles of education, the curricula of different schools necessarily contain much common subject-matter, which might constitute a minimum curriculum, uniform for all.

2. This minimum curriculum might first be selected; then additions, adaptations and alternatives might be suggested, making it more fully applicable to particular schools or types of schools.

3. This plan of procedure is greatly superior to the one often followed, that results in a uniform curriculum fixed for all schools and making little provision for additions and options.

B. *Defects of this Plan.*

- 4. This procedure falls short in the following particulars:
 - a. The major selection is made before the conditions that have to be met in selecting are considered, i. e., without reference to the characteristics of community, children,

teachers, and equipment. The principle of selective basis, therefore, is that of tradition.

- b. The main organization is made before the problems that should be the basis of organization are considered. That is, the basis of organization is traditional; it is logical or scientific, rather than psychological. The idea in control is that a curriculum is raw fact, pure science at the best, rather than applied science.
- c. The idea of adaptation—which is the *largest idea* in good class-room method, and in control of everything done—becomes a minor matter. It is not made applicable to the major portion of subject-matter, but is left to the last as a detail.
- d. The higher officers of instruction who are more directly responsible for the curriculum than for any other phase of instruction, following tradition mainly, fail to subject themselves to standards for skill in their part of this task. As a result, they lose touch with teachers, and fail to make provision for their own growth.
- e. Finally, this plan, while depriving teachers of much initiative and belittling the need of skill in the making of the curriculum, throws upon them the principal responsibility for skillful selection and organization.

C. A Working Plan in a System of Schools.

1. The higher officers of instruction should draw up a statement of controlling aims and principles, as indicated in II above.
2. The schools of the system should be classified according to types.
3. Starting with the present curriculum, the same should be modified for a particular school of one of these types in accordance with the standards laid down in I and II. This must be slowly accomplished on account of the magnitude of the task.
4. This work, in the main, must be accomplished by those persons (a) who have the most knowledge necessary for the task; and (b) whose exercise of initiative is most necessary to the exercise in the pupil. That is, it must be done chiefly by the teachers of that school, under the guidance of the principal.
5. The same plan may well be followed in other individual schools representing other types.
6. As individual curricula for particular schools of several types are thus worked out, other schools may copy these, according to type, modifying the same according to need, if the teaching staff of such schools have the energy to undertake such work.
7. Such modifications should be subject to veto by the superintendent.
8. While variations in curricula will thus be extensive, which is highly desirable, such uniformity should be arranged for as is possible without infringing the standards set up.
9. Where the entire course of study cannot be made out in full, illustrations of what is desirable should at least be furnished.
10. References to method—which might well be numerous—should be illustrated, where possible; and in general they should be binding for the teacher only to the extent that they are plainly based on accepted aims and principles.
11. At present it is often desirable to outline the curriculum by reference to particular texts, adding suggestions that will help to improve the arrangement, etc., in accordance with standards.

There's a key to every lock.—*Charles Reade.*

THE FREEDOM OF THE CLASS-ROOM TEACHER.

1. The preservation and development, along right lines, of the individuality and personality of pupils is the main task of the class-room teachers.
2. The satisfactory accomplishment of this task involves:
 - a. The establishment, by the teacher, of a feeling of freedom among her pupils, to think their own thoughts in their own ways.
 - b. The positive encouragement of pupils to exercise their freedom, even to the extent of their taking the initiative freely.
 - c. The correcting and advising of pupils, as their friend and companion, rather than as an authority.
3. The exercise of authority by teachers in the field of instruction has been gradually eliminated, during the last 20 years, as the above stated aim of instruction has become established.
4. A prime condition under which the teacher can accomplish this aim is that she shall enjoy the same freedom (see 2; a, b, c), in her relation to the higher school officers, that she is expected to establish among her pupils.
5. One of the leading duties of these higher officers, therefore, is to establish a feeling of great freedom among teachers. Superintendents, supervisors and principals bear the same relation to class-room teachers, touching the development of the individuality and personality of the latter, as these bear to their pupils.
6. For the performance of this duty, the fields in which the exercise of authority by these higher officials seems necessary should be restricted to the narrowest limits, and so clearly defined, that all will understand what they are. No one understands what they are at present.
7. Beyond that, a somewhat elaborated plan for the preservation of the teacher's freedom must be formed, corresponding to the elaborate theory that guides the teacher in her developments of the individuality of pupils. There is no such plan at present.
8. These two measures are especially important in large systems of schools, where pressure toward uniformity is peculiarly dangerous.
9. In the field of method, the main duty of the higher officers, in their relation to class-room teachers, is to help them, to improve them, rather than to judge them.
10. Vital characteristics of such attempts to help are:
 - a. That all discussion of method take place with the assumption of entire equality of the parties concerned.
 - b. That suggestions be judged only in the light of the reasons that support them.
 - c. That, therefore, the teacher feel entirely free to accept or reject such suggestions.
 - d. That the teacher take the initiative freely in adopting new methods and trying experiments in method.
 - e. That the higher officer be recognized as being on trial, in leading such discussions, quite as much as the teacher is in giving the class instruction.
 - f. That, if any reports in regard to efficiency are expected, reports from class-room teachers, touching the kind and degree of helpfulness of their supervising officers, are just as fitting and necessary, as reports of these higher officers touching the quality of the teachers' instruction. The latter suggestion probably involves a much more complete organization of teachers than is customary.

In the field of method, in other words, the exercise of authority has little or no place. In this field, in particular, the class-room teacher should enjoy a feeling of great freedom; and it is the duty of the higher officers to establish this feeling, and encourage the teachers to follow it.

11. In regard to the curriculum:

- a. The teachers should have veto power over any one or all of the aims and principles that are proposed by higher authorities to control the making of the curriculum.
- b. They should have veto power also over any portion of the subject-matter finally proposed. As a result of these two propositions, the curriculum would find its origin partly in the class-room teachers.
- c. The subject-matter should be outlined for large units of time, or by terms, rather than by days or weeks, or even months.
- d. The subject-matter should be outlined by large topics, with comparatively little detail, accompanied by a very clear statement as to the degree of freedom the teacher is to enjoy in eliminating, supplementing, and choosing equivalents and substitutes.

The higher officers of the school should show the freedom that is to be enjoyed in this field at least as forcibly as they show the restriction.

12. Finally, in order to overcome feelings of restraint, suspicion and fear on the part of teachers, the higher school officers should consume approximately as much time and energy in exhibiting and cultivating sympathy as in exhibiting and improving insight.

PRINCIPLES FOR CONDUCTING MEETINGS.

1. There should be a definite purpose or end to guide the selection of topics and assignment of speakers.
2. Teachers should be grouped according to their needs and capacities.
3. All work should have educational value with a view to improving teaching skills and the exclusion of mere "inspirational" speeches.
4. Speakers should be chosen because of their special ability to further the desired ends.
5. Some of the discussions should be led by teachers in service who have demonstrated their skill as teachers along the lines to be considered.
6. Each topic presented should be in itself an illustration of good class-room procedure.

Howe'er it be, it seems to me
 'Tis only noble to be good.
 Kind hearts are more than coronets,
 And simple faith than Norman blood.—*Tennyson.*

Let us be content to work,
 To do the thing we can, and not presume
 To fret because it's little.—*Mrs. Browning.*

Our doubts are traitors,
 And make us lose the good we oft might win
 By fearing to attempt.—*Shakespeare.*

Great works are performed not by strength, but by perseverance.—
Samuel Johnson.

STATE OF MARYLAND

MUSIC IN THE SCHOOLS.

HENRIETTA BAKER LOW.

NOTE—The National Conference of Music Supervisors has an adviser in each state. Mrs. Henrietta Baker Low is the adviser for the state of Maryland. In that capacity she will be glad to answer inquiries regarding any phase of music. Teachers are urged to write her for advice, suggestions, etc. Please enclose stamped envelope for reply.

Address: PRINCE GEORGE HOTEL,

NEW YORK CITY.

N.B.—Read carefully: "Country Life and the Country School," by Carney. Chapters III, VII, IX and X.

I.

MUSIC OUTLINE, 1918-1919.

This outline requires:

One copy of "55 Songs and Choruses for Community Singing" in hands of each teacher.....	10c
One copy of "Traditional Carols" in hands of each teacher.....	5c
One copy of "Home and Patriotic Songs" in each school.....	50c
One copy of "Songs of the Allies" in each school (Schirmer).....	25c

This outline *advises* "55 Songs and Choruses" be purchased in sufficient quantity to supply a copy to the children. It will save the teacher time and trouble.

II.

This outline is meagre—attempting to give the teacher a point of view rather than detailed material. Since many schools are schools of one or two teachers, music must be general rather than specific, and the first step is the use of music as a means of putting school and community in touch. This outline is prepared with that as the first aim. The use of records at home and in school, to standardize the song-renditions, is strongly urged.

Suggestions: School Music Organization.

1. A Music Committee of three (including principal) in each school.
2. Meeting of each Music Committee *at its school* first Friday of each month to plan ways of carrying out music plans.
3. At least two meetings this year in which school and community combine in community singing.
4. As far as can be each teacher teaching some of her own music.
5. A Publicity Committee to bring school and community into sympathetic knowledge one of the other.
6. English department co-operating with Music Committee and Publicity Committee (1) to improve speech; (2) to send home a monthly "news letter" of music-speech plans and progress. (See details below.)
7. Arrange, if possible, to have some neighborhood organizations (churches or clubs) provide for regular community singing; then co-operate by supplying a good, trained upper grade chorus.
8. Keep *in each class*, a list of monotones, solo voices, "choir" voices, changed voices, song-leaders and of musically gifted children who might make music a vocation.
9. Keep on hand a list of all neighborhood organizations (do not omit *one*) with addresses, so that no delay occurs when the community is to be invited to co-operate with schools. This list must be accessible to Music and Publicity Committees.

10. It should be the aim of each school to own a phonograph so that the required list of songs can be learned from it.

Ways of Obtaining Talking Machine and Records.

1. School pay half and School Board half.
2. Patrons Club present machine and records.
3. Private donation of second-hand one.
4. *Loaned* by a near neighbor of school.
5. Neighborhood subscription.
6. School collection of money.
7. School entertainment, with admission fee.
 - (a) By English Department—With admission fee.
 - (b) By Athletic Department—Original play.
 - (c) By exhibit of school work of all kinds.
 - (d) By a school “social,” basket supper or picnic.
 - (e) By Music Department—Exhibit of school songs with community singing; or,
Entertainment of Children’s Songs, Grades I, II and III.

N. B.—If any teacher wishes, Mrs. Low will make out suitable programs or suggest songs and additional features. Address her at the Peabody Conservatory, Baltimore.

8. Get a dealer to lend a machine and records, and have some one give an Appreciation Lecture, charging admission.

9. Ask all the church choirs to give a big musical (with community singing) to buy a machine for the school.

N. B.—Do not buy records that you can borrow in the neighborhood. A “Borrower’s Library of Records” would be a good thing for the neighborhood.

Better buy no records until you have your list approved by a musician.
Mrs. Low will advise if addressed at the Conservatory.

10. A schedule of all music lessons, weekly song-assemblies, and planned *school and community combinations should be posted* in a conspicuous place not later than October 1, 1918. It is the planning far ahead that makes this work easy.

11. The list of songs which can be learned from records should be written on board and copied by each child together with the name and number of the record.

Instruct the children to give this list to their parents with the request that the records be purchased for family use if possible. If all the neighborhood learned the songs from similar records there would soon be a list familiar enough for a “Community Sing.”

12. The adults of the neighborhood should be invited to come to the school during the weekly assembly *and to sing with the children.* For this reason the last period of the morning or afternoon is suggested. (This information might be given through the monthly “News Letter” to the parents, and by the Music Committee, through their mailing list, to the organizations of the neighborhood.) See 9, (School Music Organization).

13. Plan on paper the details of any *school community co-operation* so that each teacher concerned may see it. (Some suggestive topics follow):

- (a) How large a chorus? How composed?
- (b) How seated? (or placed)?
- (c) Soloists? Choir?
- (d) Accompanist?
- (e) Director?
- (f) Orchestra?
- (g) Program. *In detail.*
- (h) Apportionment of program.

STATE OF MARYLAND

- (i) How shall school learn songs?
- (j) How shall Community learn their share?
- (k) How co-operate with Publicity Committee and English Department?
- (l) What committees in the community can work with us?
- (m) Public behavior of pupils and community.
- (n) What phase of civics is to be stressed at this affair?
- (o) Careful selection of speaker or speakers.
- (p) Information as to appropriate dress and appearance?
- (q) A polite courtesy for girls.
A polite bow for boys.
- (r) Advise that no gifts or flowers be presented in public.
(Embarrassing to the recipient and an interruption to the program.)
- (s) Sending word through the children, to the homes, of any information necessary to the success of the meeting.
(Monthly "News Letter.") See 14.

14. Find some way of becoming personally acquainted with the heads of all neighborhood organizations. See "Organization," 9.

15. Every class should be trained to sing acceptably under *some of its own song leaders*. These leaders must pitch high and lead with decision. On picnics, at parties and other social affairs, group singing should be a usual thing.

GENERAL DIRECTIONS.

I. Concerning the conduct of the lessons:

1. Teachers should have well in mind the songs to be sung or the records to be played, and the aim in the singing and the playing. The *material* of the lesson should be *well-known* to her.
2. The material for each lesson should be ready *before* the time for commencing the lesson—needle or machine, books (if any) at hand, etc.
3. *Ventilate room.* Good singing cannot take place in an ill-ventilated room.
4. The beginning of lesson should be the signal for alert singing position. (See Directions for Singing—Position.) The erect chest must be maintained throughout.
5. Be natural. Be simple and sincere. Be a comrade. Encourage spontaneous expression in children. Let children suggest, illustrate, play, dance, etc. Do not foist your ideas on the children except where necessary to general comfort; let them reveal themselves to you.

II. Concerning Position:

1. Feet on floor.
2. Push back on seats as far as possible.
3. Back erect (away from chair back).
4. Chest raised. (Shoulders and arms easy.)
5. Hands in laps.
6. Eyes front.

N. B.—This position while *learning* songs. When a song is *known*, stand and sing it, observing 1, 3, 4 and 6. Always sit and stand as tall as possible.

Erect carriage, sitting and standing, is a habit. *Make the habit.*

All sitting, *all* standing should imply the erect chest. It is the depressed chest that is the cause of failure.

III. Concerning Tone:

1. *No good tone is possible without quiet, deep breathing.* A

good test of the breathing is to place a hand lightly on the diaphragm and watch its action. Long notes in a song offer the chance for practicing this breathing. Make use of all sustained notes for this. Breathing depends much on position.

2. *No good tone is possible without a relaxed jaw.* (The jaw dropped as in yawning or sighing.) Broad vowels like oh and ah necessitate this jaw. They open the jaws naturally.
3. *No good tone is possible unless made on the vowel sound of a word.* This is true in speech as well as song. Our speech is choppy and indistinct, because we pay no attention to vowel quality. The vowel in a word is the only part that can be sustained, prolonged.
4. *No good tone is possible to children, usually,* unless the song be pitched high and the voices kept light and soft.

IV. Concerning Enunciation:

Position, breathing, pitch, concentration are factors in good enunciation. The habit of singing and speaking on the vowel aids more than anything else in clear enunciation. The consonants must have time at the beginning and end of words.

V. Concerning Rhythm:

Rhythm is felt by the *body*. When rhythm is inexact, have some movement made that will cause the *body* of the child to feel the recurring accent.

VI. Concerning Interpretation:

A child's song usually divides itself into four phrases—one of them usually appearing to imply more intensity of feeling than the others. This phrase should be "led up to" as if one sensed the summit before he reached it. In speech and song, a new phrase implies a new breath; on stringed instruments a new bow; on wind instruments a new breath. (This is roughly speaking). The habit of noticing phrases and beginning each new one with a new breath should early be formed.

Pitch,
Tempo (rate at which song is sung),
Tone,
Enunciation (vowel and consonant quality),
Phrasing,
Rhythm,
Climax.

The above are all means to one end, viz., expressing the meaning of the song.

- VII. If there is a good violinist, cellist, flutist or vocalist in the neighborhood, ask him to play or sing for the children. Encourage him to talk naturally to the children about the things he plays or sings.
- VIII. If there is a town band, arrange that they play some of the well-known songs, (see "55 Songs and Choruses for Community Singing") and allow the school and townspeople to sing with them. Lantern slides containing the songs may be purchased.
- IX. The State Federation of Women's Clubs has now a Music Committee (Miss Katharine Lucke, Peabody Conservatory, Chairman). This committee hopes to aid the cause of people's music throughout the State. Get in touch with your Women's Club and co-operate.
- X. Co-operate with every possible organization to promote a *community* observance of Thanksgiving, Christmas and the Spring Festivals. See that the children early come into touch with com-

munity life. They should have a little singing part in each observance.

OUTLINE OF MUSIC FOR MARYLAND SCHOOLS, 1918-1919.

Outline consists of:

1. A program for a School-Community Christmas.
2. A program for National Week of Song (week of February 22nd).
3. A list of songs (which can be learned from records) suitable for war meetings and community meetings generally.

- (a) Make the object of the music-lessons group-singing of as many classes as you have room to combine, and occasionally of group-singing of combined school and neighborhood.
- (b) Whenever possible, make the group-singing serve your department of civics.
- (c) Use the music as a socializing force.

Text-book for the year: "Fifty-five Songs and Choruses" for Community Singing. C. C. Birchard Co., 221 Columbus avenue, Boston. \$10.00 per 100.

"I urge that all teachers and other school officers increase materially the time and attention devoted to instruction bearing on the problems of community and National life." (From President Wilson's letter to school teachers.)

PATRIOTIC REVIEW.

<i>Song.</i>	<i>Stanza.</i>	<i>Book.</i> •
"America" (Sop. and Alto.)	1, 3 4.	"Fifty-five Songs and Choruses."
"Star-Spangled Banner,"	1 and 4.	"Fifty-five Songs and Choruses."
"Columbia,"	1 and 3.	"Fifty-five Songs and Choruses."
"Dixie,"	1.	"Fifty-five Songs and Choruses."
"America the Beautiful,"	1 and 3.	"Fifty-five Songs and Choruses."
"Hail Columbia,"	1 and 2.	"Fifty-five Songs and Choruses."
"Maryland."		
"Battle Hymn of Republic,"	3 stanzas.	"Fifty-five Songs and Choruses."
"Yankee Doodle,"	3 stanzas.	"Fifty-five Songs and Choruses."

SONGS OF THE ALLIES.

"Rule Britannia," "La Marseillaise" (chorus in French).

N. B.—May be found in "Patriotic and Home Songs," (50 cents), at Kranz-Smith and in many other books. Kranz-Smith Piano Co., Charles and Fayette Sts., Baltimore, music dealers.

N. B.—Let class copy list and keep at home as a suggestive list for parents when buying records.

LIST OF SONGS TO BE LEARNED FROM RECORDS, FOR SCHOOL, HOME, AND COMMUNITY.

For words and music, see "Fifty-five Songs and Choruses" for community singing. A copy (price ten cents) should be in every home, and used there.

"Old Folks at Home"—Alice Neilson. A-5299.

"Old Folks at Home"—(Tenor Solo)—Boys with changed voices. A-335.

"Old Kentucky Home"—McDonough. 16389 Vic.

"Old Kentucky Home"—Mrs. Holt. A-5175.

"Old Black Joe"—Neilson. A-5678.

"Old Black Joe"—Columbia Quartette. A-2057.

"Star-Spangled Banner"—F. Adams, baritone. A-5849.

"Star-Spangled Banner"—Margaret Woodrow Wilson and chorus. A-1685.

"Drink to Me Only"—Bispham. A-5132.
 "Drink to Me Only"—Julia Culp. 64401 Vic.
 "Love's Old Sweet Song"—Corinne Kelsey (sop.) A-5733.
 "Love's Old Sweet Song"—Whitehill (bass). 74321 Vic.
 "Home, Sweet Home"—Neilson (sop.). A-5283.
 "Home, Sweet Home"—McDonough (tenor). 16195 Vic.
 "Nancy Lee"—Wiederhold and Chorus. A-1690.
 "Sweet and Low"—Mixed Quartette. 4796 Vic.
 "Lead, Kindly Light"—Baritone. A-5766.
 "Lead, Kindly Light"—Mixed Choir. 16533 Vic.
 "Onward, Christian Soldiers"—Mixed Choir. 16419 Vic.
 "Dixie"—Solo (Mabel Garrison, sop.) and Male chorus. 64637 Vic.
 "Dixie"—Mabel Garrison (sop.). Solo, quartette. A-1764.
 "Maryland, My Maryland"—Baritone. A-1764.
 "America"—Mixed Chorus. 17578 Vic.

N. B.—Wherever possible, records for male and female voices both are supplied to each song, so that each member of the family may have a model to follow.

Most of these songs are suitable for meetings connected with the war.
 Prefix "A" means Columbia record.

"Vic."—Victor record.

"Fifty-five Songs and Choruses" may be ordered through any music dealer or direct from C. C. Birchard Co., 221 Columbus avenue, Boston.

SIX LOVELY RECORDS FOR VIOLIN, SUITABLE FOR CHRISTMAS GIFTS. (Victor Company.)

- *Prize Song, played by Mischa Elman. (\$1.50)—74,186.
- *Minuet in G, No. 2, played by Mischa Elman. (\$1.00)—64,121.
- *Liebesfreud (Old Waltz)—Kreisler. (\$1.50)—74,196.
- Humoresque—Kreisler. (\$1.50)—74,180.
- Barcarolle—Maud Powell. (\$1.00)—64,457.
- Capriccio Waltz—Maud Powell. (\$1.50)—74,173.

(Note.—The ones starred (*) are to be preferred.)

RECORDS FOR CELLO. (Columbia Company.)

(Four records for cello, played by Pablo Casals, perhaps the greatest living cellist.)

Largo—Handel. Melody in F—Rubenstein. (\$1.50)—A-5649.
 Swan, Saint-Saens. Serenade. Spanish Dance, No. 2. (\$1.50)—
 A-5650.

EXAMPLES OF GOOD SONGS, WELL SUNG—BY GOOD VOICES.

"My Laddie"—Gluck (sop.). (\$1.00). 64188.
 "Good Bye"—McCormack (tenor). (\$1.50). 74346.
 "But the Lord is Mindful"—Schuman-Heink. (\$3.00)—99181.
 "From Land of Sky Blue Water"—Hinkle. (\$.75). 60079.
 American composer—Cadman.

FIVE ART RECORDS.

(Four in foreign tongue.)

"Springtide"—Schumann-Heink. (\$2.00). 87012.
 "Moonlight"—Julia Culp. (\$1.00). 64554.
 "Cans't Thou Believe?"—Gogorza. (\$3.00). 88173.
 "My Heart Ever Faithful"—Homer. (\$3.00). 88575.
 Pagliacci" (Prologue)—Scotti. (\$3.00). 88029.

SUGGESTIONS FOR A SCHOOL AND COMMUNITY CHRISTMAS.

1. Part of the work of the fall is to lead, if possible, to a community Christmas expression. It shall be the duty of the teachers to decide just

what form that expression shall take, and with what neighborhood organizations the schools would best co-operate.

2. Six carols are suggested for the Christmas music, and words and music are to be committed to memory. Avoid dwelling at too great length on first verses.

Four carols are found in "Fifty-five Songs and Choruses" for Community Singing. Find some way of having this book on sale in the community. The price is only ten cents—ten dollars per hundred, and it contains the songs recommended by the music teachers in public schools all over the United States.

The carols can be learned much more quickly if there is at least one book to two children in the class-room. If there are school funds it would be well to order sufficient books. (C. C. Birchard Co., 221 Columbus avenue, Boston, Mass., Publishers.) Fifty books (cost \$5.00) on hand in each school would supply material for community singing the year through. The churches would probably help purchase books if the school would agree to loan them around. The Peabody Conservatory did this one year, loaning the books for Community Singing, when requested.

Our business, as teachers, is not only to teach the carols, but to see that they function—that they are *used*, and we must provide opportunities for their use.

3. Let the teachers, in co-operation with other neighborhood organizations, decide when, where, and how the community celebration shall occur. The schools, representing, as they do, all classes in the community, can best take the lead in this; *but*, the whole affair should be planned by November 1st, so that ample time for preparation may be given.

4. The following records include most of the popular carols. Have children copy list to take home as suggestions for purchase.

"First Nowell" (Victor) 17647. \$.75. (Also "Nazareth.")

"Hark, the Herald Angels Sing"; "Silent Night." 17164. \$.75.

CHRISTMAS SONGS AND CAROLS. 31873. \$1.00.

"Christians Awake." "Little Town of Bethlehem." "God Rest Ye, Merry Gentlemen." "First Nowell." "Silent Night."

Christmas Carols (Columbia). A-1076. \$.75.

"Hark, the Herald Angels Sing." A-2104. \$.75.

"O Come, All Ye Faithful." "Silent Night." A-1859. \$.75.

"O Come, All Ye Faithful." 16996. \$.75.

Prefix "A" means Columbia record; all others are Victor.

The six following carols are suggested for Christmas use. Four are found in "Fifty-five Songs" and two in "Traditional Carols."

"First Nowell," p. 33: Stanzas should be sung by solo voices in the community celebration; in school, select a group of pretty light voices (15 or 20 of them) and let them sing the stanzas. Select those who relax jaws and enunciate distinctly.

"Silent Night," p. 36.

Observe all marks of punctuation in singing so as to make the word-meaning clear.

When lines of words are connected in meaning, see that they are musically connected.

Use long vowels and very, very light tone. Sing very reposefully—very smoothly.

The climax is on the first syllable of "heavenly." Sustain it.

"Grace" must be sustained softly at the end.

Try to make the school feel the mood that underlies this carol. Let no sentence fall unthinkingly.

"Hark, the Herald Angels," p. 39.

This carol is like a march of triumph, beginning very steadily and lightly, and going on—increasing in volume and intensity to "With the angelic host proclaim, Christ is born in Bethlehem."

Let the last four lines of the carol be taken up by a small choir (soprano only) of very light voices, singing as if a heavenly choir answered the one on earth.

"O Come, All Ye Faithful," p. 38.

Let the verse (12 measures) be sung by a carefully selected small group, singing soprano only. (Boys would be a good selection.)

One adult voice, or *six children's voices of similar quality* should sing the first "O Come let us Adore Him!" The same voices sing the soprano of the second line, "O Come, etc." while six other voices repeat the tune of the first "O Come, etc."—thus providing an alto to the second phrase.

The last two phrases (last four measures) should be sung in full parts by entire group. Of course the school can probably sing only alto and soprano, unless there are some changed voices among the boys. But do urge the children to interest the home-folks in the carols (especially the fathers and brothers), so that there may be some tenor and bass at the Community Celebration.

CHRISTMAS CAROLS TO BE LEARNED IN ADDITION TO THE FOUR IN COMMUNITY SONGS:

"King Wenceslas" (two choruses in unison).

"Three Kings of the Orient" (chorus in unison, three solo voices).

Traditional carols, \$4 per hundred. Ditson & Co., Publishers.

"King Wenceslas"—Directions.

Be sure that the whole story is known to the class though they sing only two choruses. They cannot sing the choruses with the right spirit unless they understand their part in the story.

Select the soloists *at once*; and, if possible, have musicians outside of school responsible for the teaching of those parts. This interests the musicians of the neighborhood.

Plain vowels and clean consonants are necessary if the words are to be understood.

"Three Kings of the Orient."

What has been said of Wenceslas applies to "Three Kings." Sing the chorus in unison.

DIRECTIONS CONCERNING THE USE OF CAROLS AT HOME.

Let one of the Language Lessons be a letter to the family, telling something of the carol practice at school and what the object is. Let pupils also incorporate in the letter, the number and prices of the records which record the Carols. See that every family gets a letter during the week of December 1.

Give a short talk on the happiness of singing together at home.

People cannot sing together unless they know the same songs. Could the children teach words and music of the carols at home, so that entire homes might sing? (Week of December 1.)

Let the Language Lesson (week of December 8) tell of the attempt of each pupil to do this and what happened. Does the family know the carols? (Try to make this very human.)

Ask the children to learn the carols beautifully, so as to sing them to parents for a treat at the close of the day.

Appoint groups of not more than three children to visit all the old people and sing the carols to them, if the old people like. Young and old need each other.

"Holy Night," "First Noel," "Hark, the Herald Angels." These are especially good for singing around the Christmas tree at home.

N. B.—If the family wishes, they may sing from records of the carols.

Again and again call the attention to the talking-machine records of our carols. Suggest their use for family singing.

If the children are asked to sing at Christmas parties or entertainments, suggest that they use one or more of these carols.

Suggest that they teach the carols to friends who do not go to their

school, so that these friends may know the carols when the community comes together.

N. B.—Keep the community affair constantly in mind.

SUGGESTIONS FOR COMMUNITY USE OF CAROLS.

Wherever possible send word early to the clergymen of the neighborhood that the children are learning these carols, and ask that, if possible, some of them be used in the Sunday school and church services.

Form a group or groups (at least twenty-five (25) children in a group) selected from all grades: 5th, 6th, 7th and 8th, and ask them to go about the neighborhood singing their carols before the houses. A little judicious advertising might bring a candle in the windows of those who want singing.

Arrange, if possible, that the school and all neighborhood organizations combine to give a Christmas Community celebration. This is the biggest thing the school can do to make the music function in the community; but *getting the whole neighborhood to co-operate is a bigger thing than the singing.*

NEIGHBORHOOD AND SCHOOL SHOULD COMBINE DURING NATIONAL SONG WEEK. (Week of February 22nd.)

SUGGESTED POSSIBILITIES FOR WEEK OF SONG. (Week of February 22nd.)

Union of several classes each day for Assembly Singing, with relatives and friends invited, and *asked to join in singing.* Time, preferably, at end of school day.

Interest one pastor in the community, if possible, and urge him to get the others interested in a Union Service at one of the churches on some evening of the week. Churches can utilize their choirs, organists and assembly rooms without trouble. Use "Fifty-five Songs and Choruses for Community Singing."

Ask all the pastors to have one special song-service on the Sunday preceding the Week of Song, and that they speak on that date of the value of song in worship, in the home, in the community, etc.

That all parties or home-gatherings of any kind, during that week, spend at least one-half hour in singing.

Ask any social or musical organization in your neighborhood to give a song-party or concert during the week.

Write to "National Week of Song," care of Normal Instructor, Primary Class, Dansville, N. Y., for prepared articles suitable for publication in your local paper (free of charge). Write at once.

Arrange for a "Community Sing" in some big hall of the neighborhood. Have a chorus to lead, made up, if possible, of some or all of the church choir singers, and at least one hundred upper grade boys and girls. If desired, this chorus might sing one or two numbers alone, but their chief business should be to inspire all present to sing. Ask any violinists or musicians of the neighborhood to co-operate. Defray expenses of printing words or buying song books, etc., by a silver collection. Leader: Organist, choir singer, teacher, or musician of the neighborhood. Have some good public speaker make a short address at this meeting on a topic concerning the immediate welfare of the community (fifteen minutes at most.)

SCHOOL PROGRAM.

Last twenty minutes each day.

Monday—Patriotic Songs.

"America," three stanzas. "Battle Hymn of Republic," three stanzas (verse as solo or semi-chorus). "Columbia, Gem of the Ocean," two stanzas (verse as solo or semi-chorus). "Dixie," one stanza (verse as solo or semi-chorus). "Yankee Doodle," three stanzas (verse as solo). "Onward, Christian Soldiers," two stanzas (verse as semi-chorus). "Star-Spangled Banner." (N. B.—Use stanzas I and IV.)

Tuesday—Home Songs.

N. B.—Verses as solo or semi-chorus first.

“Old Kentucky Home,” one stanza. “Old Folks at Home,” one stanza. “Old Black Joe,” one stanza. “Love’s Old Song,” one stanza. “Drink to Me,” one stanza. “Nancy Lee,” one stanza. “Home, Sweet Home,” one stanza. Chorus may be repeated so as to get an expression from all.

Wednesday—Songs of the Present.

“Over There,” one stanza. “Pack Up Your Troubles.” “Joan of Arc.” “Keep the Home Fires Burning,” one stanza. “There’s a Long, Long Trail.” “A Vow”—Modern music book 2-P159.

N. B.—If these are not known, this is a good time to teach them. If there is time, one or two “Requests” may be added.

Thursday—Songs of Our Allies.

“God Save the King” (tune of “America”). “Rule Britannia.” “La Marseillaise” (with following French phrases memorized):

“Aux armes, citoyens!
Formez vos bataillons!
Marchons! marchons!
Qu’un sang impur.
Abreuve nos sillons!”

Friday—Children’s Songs.

Group of children from one or several of the classes of grades 1, 2, 3, or 4, singing five suitable songs. Find at least *two* songs in which all present can unite.

PROGRAM FOR COMMUNITY AND SCHOOL IN CO-OPERATION.

February 22nd, 1918 (or any suitable day or night.)

N. B. 1.—Night is suggested so that those employed during the day may take part.

N. B. 2.—Seat the leading chorus carefully so that they may really be of use in inspiring the audience. Take no one into this chorus who does not know the words and relax his jaw. The chorus should face the audience when singing.

1. *Patriotic Songs.*

“America,” three stanzas. “Battle Hymn of Republic,” three stanzas. “Star-Spangled Banner,” stanzas I and IV.

2. *Folk Songs.*

“Annie Laurie,” two stanzas. “Drink to Me Only,” two stanzas. “Old Folks at Home,” one stanza. “Kentucky Home,” one stanza. “Old Black Joe,” one stanza. “Home, Sweet Home,” one stanza.

3. *Home Songs.*

“Nancy Lee,” one stanza. “Love’s Old Song,” one stanza. “Sweet and Low,” one stanza.

4. *Address: “Suggestive Topics.”*

Food Conservation. One Shovelful a Day Saved. Motto of Camp Fire Girls. Good Habits of a Citizen. Who is a Good Patriot? What is “Your Bit?” “Hard” as Nails, and “Dipped” in Sunshine. Thrift Stamps. “Getting Together” in war and afterwards.

5. *Solo—Voice, violin, etc.*

Simple and well done in preference to something elaborate. Use the talking-machine and a beautiful record if you have no good soloist.

6. “*Rule Britannia*”—Chorus.

“*La Marseillaise*”—Chorus.

Audience coming in as soon as they catch the chorus.

7. *Present Day Songs.*

“Over There.” “Pack Up Your Troubles.” “Joan of Arc.” “Keep the Home Fires Burning.” “There’s a Long, Long Trail.”

ELEMENTARY SCHOOL AGRICULTURE.

HAROLD F. COTTERMAN,
State Supervisor Vocational Agriculture.

What is elementary school agriculture? How shall I teach it? How shall I begin? asks the rural school teacher every time she attempts to adjust her school to the needs of the community.

This subject can not be said to have made much progress, even though it is a prescribed part of the curriculum in many states. Notwithstanding this fact rural educators turn to it again and again as offering the most hopeful solution for certain community ills. All agree that it should be placed in the rural school in some form or other, but up to this time very few definite suggestions have been offered. It is not strange, then, that some rural teachers find the subject troublesome.

To get at the heart of the problem, a farm should be thought of as having two values—a business value and a home value; the first is a measure of its crop-producing power, the other an index of its facilities for yielding a richer life. Families leave the farm because they are unable to realize either on one or the other, or on both of these values. Either they do not know how to make farming financially profitable, or they see no opportunity for self-realization.

To prepare its pupils for the latter, to live on farms, and to bring into farm life the best that civilization has to offer, is the main business of the rural school. In other words, it is expected to give its pupils the fundamentals of liberal education, which are now held to be such instrumentalities of learning as are needed in the every-day world; wholesome leisure-time habits; a living knowledge of the laws of health; and a sound philosophy of community living. These objectives are realized for most part through reading, writing, arithmetic, literature, music, physiology, hygiene, history and community civics. Agriculture has been added to focus attention upon the interdependence of farm home life and farm business.

Elementary school agriculture thus helps to give an education for living on farms rather than a training for making money. It is not a training for farming any more than elementary school physiology is a training for practicing medicine, or arithmetic is a training for surveying. Its purposes are: (1) to promote general intelligence; (2) to increase the appreciation of agriculture as a fundamental human activity; (3) to develop the idea of farming as a business; and (4) to promote an appreciation of the need for special training for intelligent farming.

As agriculture is the business of producing plants and animals useful to man, the next question that arises is, how much of the data now available on farm organization and plant and animal production should be included in the elementary school study of this subject. The answer seems to be, only the amount necessary to realize the objectives stated above.

General intelligence in the country today demands that one know something of the science underlying farm operations just as living under present conditions demands that he know something of physiology and hygiene. Regardless of a man's vocation, if he expects to live country life intelligently, he must know the significance of such terms as humus, nitrogen, legume, insect control, etc. He can no more hope to appreciate country life without such knowledge than he can expect to enjoy himself in a country of whose language or customs he knows nothing.

Young people in the country also need an appreciation of the magnitude and importance of the farming industry. Too often they look upon the occupation as drudgery, as one without meaning or dignity. Through papers and other media their attention is constantly called to the height of buildings, the length of bridges, the speed of engines, and the scope and extent of commercial and manufacturing organizations. They need some one to call their attention to the development of farm machinery, to the kinds of crops grown in this and other countries, to the variations in methods of cultivation, and to the sciences as a means of agricultural control.

Farming as a business is a concept possessed by but few young people. They look upon it as so much unrelated seasonal work. The grocer at the station or the hardware man in the city has a business that they can visualize. They can see the wares behind the counter, talk to the bookkeeper, and hear the money jingle in the cash register. Not so with farming. The business aspect is difficult for them to comprehend. Their first-hand impressions are of work awaiting them, of buildings, fences, fields, growing things, horses and stock, all of which is commonplace and uninteresting because they are without meaning. Farm children should be taught that the farm has an invisible organization similar to that of the large department store of the city with its numerous counters; that in place of counters, the farm has productive industries, as corn, wheat, poultry, pork, fruit raising, etc.; that if one of the industries is found unprofitable, it must be dropped, just as the unprofitable counter in the department store is eliminated; and that in order to get at this invisible organization and make such eliminations intelligently, it is necessary to keep a cost account for each industry, and hence a system for the whole farm.

As soon as this conception is grasped a new challenge appears in farm life. Buildings, machinery, cattle, and fences take on a new meaning. They are there to make some farm industry profitable and swell the farmer's labor income. "Making the farm pay" calls for organized effort, effort with a purpose. The challenge does not stop here. When it is discovered that the increased income that results from such effort may be used to bring into rural life the comforts of the modern home, the bath, the furnace, electric lights, music, literature, the automobile, opportunity for travel, and that indulgence in these things is a legitimate part of such life, the pull of country opportunities becomes much stronger.

It is not enough that the pupils of the rural school appreciate country life and the opportunities in farming; they must be taught that farming, like any other worth-while field of endeavor, requires hard work and special knowledge and training. Elementary school agriculture is not a make-shift training in farming; it should give a sense of the need of special study in this field before attempting farming as a business. The subject offers numerous opportunities to drive home this fact. If it is handled properly, this feeling should crystallize just as kindness to animals is realized through an appreciative study of "Black Beauty," or "Dog of Flanders." A teacher can scarcely be said to be doing her duty if she does not guide those pupils who like farming into the nearest high school department of vocational agriculture.

The subject is motivated by appealing to the hunting, collecting, inquiring, communicating, gregarious, manipulating, and constructive tendencies of children, and to their work and play impulses. This may be done by getting pupils into some activity in which they are interested, as the collection and identification of insects, the selection of seed corn, the testing of milk, the raising of tomatoes, or the production of poultry. They should gather the data and appreciate the relationships which cluster around these activities and which are necessary to realize the objectives in hand. Interest may be stimulated by the formation of clubs. Costly prizes, however, should be the last resort; instead, honest productive effort and worth of the activity to the country should be magnified.

Teachers should be careful also to avoid the commonplace. City children can usually be interested in school gardening for the sake of the activity, because it is new and novel. Country children, on the other hand, can seldom be so interested; for this activity is an old story to them, as they have helped to hoe and care for the home garden several times before taking up school agriculture. They can, however, be interested in the science underlying such activities. Why is a garden plowed and cultivated? Why is it hoed? Why is arsenic of lead used for potato bugs instead of lime-sulphur? These are questions of interest to them because they have never been given any reason for doing these things other than that they "have got to be done."

The data of the subject may be mastered in connection with activities necessitating its use. Questions requiring guessing, as, Which ear of corn has the better kernels? Which the better color? Which the better tip, cob, etc., constitute another commendable way of teaching the facts of the subject.

Again, activities and study should be seasonal. It is a mistake to take up the incubation of chickens in the fall or the selection of seed corn in the spring. Seasonal organization relates the home and school work and affords opportunity to put meaning into farm work at a time when it is of vital concern.

Partly for the reason just stated, and partly to capitalize the pupils' experience, the first study of any phase of agriculture should, so far as it is possible, begin with local conditions. After pupils are familiar with the underlying facts of local practices, the procedures of other communities and countries may be found interesting. Not all crops or animals need be studied. Certain of the most common may be used as type studies. Corn, wheat, wool, pork and milk may be traced through their respective processes of refinement to the ultimate consumer.

Twenty minutes, three times a week, preferably near the close of the last period of the day, may well be given to the subject.

Agriculture may be correlated with the other work of the school. A part but not all of the literature studies may be based upon rural life. History, arithmetic and geography offer further opportunity for correlation, especially the last two. At the beginning of the year the teacher should prepare a seasonal outline, and plan so far as it is possible by topical treatment to develop the subject in connection with other studies.

A text, as such, should not be used, though it is well to place a general work in the hands of the pupils. Since few readable texts or bulletins on agriculture are available, the numerous works on this subject should be treated as reference and used in connection with the problems that arise out of activities or in connection with the questions set by the teachers. Current literature, poems, pictures, and even songs, may also be found helpful.

A few activities stand out as methods in themselves. One of these is the school garden. It has seldom been successful because country boys and girls have gardens at home that need attention and the one at school is neglected when school closes in the spring. For hot-bed work and the growth of plants that may be used later in the garden at home, the school garden offers possibilities.

Some schools have successfully maintained a small flock of poultry, but in most cases it has been found necessary to get some nearby public-spirited person to look after the flock on Saturdays and Sundays.

Boys' and girls' club work should be an outgrowth of the course in elementary school agriculture. Whatever the club agent does in the school should be done in the time devoted to agriculture, in order that his activities do not interfere with the other work. The agriculture study may, with profit, be focused on and related to club activity.

This brings us to probably the most hopeful method of teaching elementary school agriculture—the club-project method. It differs from that just described in that there is a closer merging of club and school interest. The work under the co-operation of the teacher is carried on at home, and partakes of the nature of an educational job. The club-project method works for unity of effort and bids fair to make a great growth in popularity.

The teacher should take the initiative. Together with other rural teachers and the county supervisor, she might well form an elementary school agricultural association, enlist the talents of the club people, work out a plan and present it to the county superintendent for his approval. After projects are launched, teachers should make every effort to keep them going to completion. If it is necessary for the teacher to leave her community at the close of school, she should make arrangements with the nearest vocational teacher of agriculture or the county agent, or the boys' and girls' club agent, to take over the supervision of the children's home projects. Club-project work, however, should not be allowed to

dominate the elementary school agricultural course. It can be very helpful; but, at its best, it can only help in the realization of a part of the aims formulated for this subject. The tracing of products to market and the development of the concept of farming as a business hold as important results as any that may grow from project activities.

In the last analysis the success of this subject depends upon the teacher. In it, her viewpoint, her attitudes, her enthusiasm are the all-in-all. She need not, as many suppose, have been reared on a farm, but she must be rural-minded. In any case she must take an inquiring attitude and must feel the pull of rural life, before she can expect to become a successful teacher of agriculture in the rural school.

BOOKS ON AGRICULTURE FOR RURAL SCHOOLS.

Elementary Vocational Agriculture for Maryland Schools.

Maryland State College of Agriculture. Contains a seasonal outline.

Productive Farming: Davis. J. B. Lippincott Co., Philadelphia.

Agriculture for Beginners: Burkett, Stevens and Hill. Ginn & Co., Boston.

Garden Steps: Cobb. Silver, Burdette & Co., New York.

Home and School Gardening: Davis. J. B. Lippincott Co., Philadelphia.

Farm Life Readers. Silver, Burdette & Co., New York.

Carpenter's Geographical Readers. Tell something of world agriculture. (School geographies may be used in this connection also.)

Practical Lessons in Agriculture: Ivins and Merrill. American Book Co. Contains a seasonal outline.

Agriculture through the Laboratory and School Garden: Jackson and Daugherty. Orange Judd Co., New York.

The Essentials of Agriculture: Waters. Ginn & Co., Boston.

Elements of Agriculture: Warren. Macmillan Co., New York.

PUBLICATIONS OF THE UNITED STATES DEPARTMENT OF AGRICULTURE.

The following bulletins are selected as those most helpful to rural teachers. They may be secured free by addressing the Secretary of Agriculture, Washington, D. C. In case they are no longer on the free list they may be secured at a very small cost from the Superintendent of Documents, Government Printing Office, Washington, D. C. Teachers should avoid requesting a large list of publications at one time as a few bulletins well studied are of more value than many unused. Pupils should be encouraged to write for the most useful. In writing for bulletins be sure to mention title, name, and number.

School Lessons on Corn. Farmers' Bulletin No. 617.

Seed Corn. Farmers' Bulletin No. 415.

Lessons on Tomatoes; for Rural Schools. Department Bulletin No.

392.

Propagation of Plants. Farmers' Bulletin No. 157.

Tree Planting on Rural School Grounds. Farmers' Bulletin No. 134.

Canning Tomatoes at Home and in Club Work. Farmers' Bulletin No. 521.

Lessons on Poultry for Rural Schools. Department Bulletin No. 464.

How to Select a Sound Horse. Farmers' Bulletin No. 779.

Colts; Breaking and Training. Farmers' Bulletin No. 667.

Feeding and Managing of Dairy Calves and Young Dairy Stock. Farmers' Bulletin No. 777.

Farm Sheep Raising for Beginners. Farmers' Bulletin No. 840.

Farmers' Income. Farmers' Bulletin No. 746.

Farm Home Conveniences. Farmers' Bulletin No. 927.

Roses for the Home. Farmers' Bulletin No. 750.

Swine Management. Farmers' Bulletin No. 874.

Milk Goats. Farmers' Bulletin No. 920.

Back Yard Poultry Keeping. Farmers' Bulletin No. 889.

STATE OF MARYLAND

The Organization of Boys and Girls Poultry Clubs. Farmers' Bulletin No. 562.

Boys Pig Clubs. Farmers' Bulletins No. 566.

The School Garden. Farmers' Bulletin No. 218.

The Home Vegetable Garden. Farmers' Bulletin No. 255.

Home Gardening in the South. Farmers' Bulletin No. 934.

The Farm Garden in the North. Farmers' Bulletin No. 937.

The City and Suburban Vegetable Garden. Farmers' Bulletin No. 936.

The Small Vegetable Garden. (Suggestions for using limited areas.) Farmers' Bulletin No. 818.

How to Grow an Acre of Corn. Farmers' Bulletin No. 537.

The Rag Doll Seed Tester. Farmers' Bulletin No. 948.

The Community Fair. Farmers' Bulletin No. 870.

PUBLICATIONS OF THE EXTENSION SERVICE, MARYLAND STATE COLLEGE.

The following bulletins and circulars may be procured, free of charge, by addressing the Extension Service, Maryland State College, College Park, Md.

The Garden. Extension Bulletin No. 3.

The Garden Record Book. Extension Bulletin No. 5.

What Maryland's Farm Boys and Girls can do to Help the Nation this Summer. Extension Bulletin No. 6.

Electricity on the Farm. Extension Bulletin No. 9.

Improving the School Grounds. Extension Bulletin No. 10.

The Rural School Lunch. Extension Bulletin No. 12.

Why we Can Foods. Extension Bulletin No. 13.

Onions. Circular No. 1.

Irish Potatoes. Circular No. 2.

Field Beans. Circular No. 3.

Strawberries. Circular No. 4.

The Value of Milk as a Food. Circular No. 5.

Internal Parasites of Swine. Circular No. 6.

External Parasites of Swine. Circular No. 7.

Planning and Serving Meals. Circular No. 8.

Corn Meal Yeast, Oat Meal, Potato Yeast, and War Breads. Circular No. 9 and 9a.

The Corn or Tobacco Root Web Worm. Circular No. 10.

Flea Beetles. Circular No. 11.

Honey Production. Circular No. 12.

The Melon Aphis. Circular No. 13.

Poison Sprays or Dust. Circular No. 14.

Feeding for Eggs in Winter. Circular No. 16.

Hog Pastures. Circular No. 19.

Meat Substitutes. Circular No. 20.

The Feeding of Dairy Cows. Circular No. 21.

Thoughts for Cattle Breeders. Circular No. 22.

Rations for Dairy Cows. Circular No. 23.

Alfalfa in Maryland. Circular No. 24.

Lime in Maryland. Circular No. 25.

Garden Seeds. Circular No. 26.

Farm Animals in War Time. Circular No. 27.

Garden Fertilizers. Circular No. 28.

Silos. Circular No. 29.

Planting Chart. Circular No. 30.

Farm Animals in Maryland. Circular No. 31.

Rules for Checking up Expenses and Value of Gardens. Circular No. 32.

Raise More Wheat. Circular No. 46.

Brooding and Feeding Young Chickens. Circular No. 41.

Spraying Tomatoes in the Seed Bed. Circular No. 42.

Mites. Circular No. 44.

Preserving Eggs for Winter Use. Circular No. 45.

HEALTH ESSENTIALS FOR RURAL SCHOOL CHILDREN, AND HEALTH CHARTS.

PROPOSED BY

THE JOINT COMMITTEE ON HEALTH PROBLEMS IN EDUCATION OF THE
NATIONAL COUNCIL OF THE NATIONAL EDUCATION ASSOCIATION
AND OF THE
COUNCIL ON HEALTH AND PUBLIC INSTRUCTION OF THE AMERICAN
MEDICAL ASSOCIATION.
FROM THE INTRODUCTION TO THE PAMPHLETS PREPARED BY
DR. THOMAS D. WOOD,

Chairman of the Committee on Health Problems of the National Council of Education,
525 W. 120th Street, New York City.

The first pamphlet report of this joint Committee is entitled "Minimum Health Requirements for Rural Schools." Seven hundred and fifty thousand copies of that eight-page report have been printed, through the generosity of the Elizabeth McCormick Memorial Fund of Chicago, and most of these have been distributed throughout the country by the United States Bureau of Education. A moderate number of copies of that report are still available, and these may be obtained from the United States Bureau of Education in Washington, or from the Chairman of the Committee.

The first report deals mostly with the health problems of the rural school—the sanitary surroundings of the school child in the country. Minimum sanitary requirements for rural schools are proposed in that report for the purpose of helping to establish a standard of fundamental health essentials in the rural school and its material equipment, so that attainment of this minimum standard may be demanded by public opinion and by educational authorities of every school in the country.

Conformity to the minimum sanitary requirements should be absolutely necessary to the pride and self respect of the community; and to the sanction and approval of county, state, and other supervising and interested official or social agencies.

Neglect of anything essential for health, in construction, equipment and care of the rural school plant is at least an educational sin of omission and may reasonably be considered a social and civic crime or misdemeanor.

The country school should be as sanitary and wholesome in all essential particulars as the best home in the community. Further, it should be pleasing and attractive in appearance, in furnishings and in surroundings, so that the community as a whole may be proud of it; so that the pupils and teacher may take pleasure in attending school and in caring for and improving it.

The second pamphlet report of this joint Committee is entitled, "Health Essentials for Rural School Children," fifty thousand copies of which have been printed. Twenty-five thousand copies of this report have been distributed, by request, to over 100 state normal schools and these reports are being used for study by normal school students, most of whom will be teaching in the rural schools within the next year or two.

The purpose of the second pamphlet is:

(A) To state the health conditions of the rural school children at the present time.

(B) To propose and recommend the practical measures which seem necessary and possible for the health care of children in country schools.

(C) To report some praiseworthy efforts which are now being made in a few instances to provide for health care of rural school children, and which may result in giving to rural school children at least as much health care as is provided for children in the cities.

The information in this second report is intended primarily for present and prospective rural school teachers, supervisors, and superintendents. This pamphlet deals briefly with the following topics:

Present Health Conditions of Rural School Children.

STATE OF MARYLAND

The Control of Communicable Disease—Daily Health Inspection.
Indications of Health Disorders in Children for which Parents Should Keep Children at Home and Notify the School.

Health Examinations to Determine General Physical Fitness of the Child and to Discover Physical Defects.

Health Record Card for Children in Rural Schools.

Finding and Reporting Physical Defects—Directions to Teachers.
Test of Eyesight.

Recording the Acuteness of Vision.

Test of Hearing.

The Reporting of Defects.

Physical Defects with Their Frequent and Possible Results.

Correction of Defects.

Care of the Teeth.

The School Nurse and Her Duties.

Warm Lunches in Rural Schools.

Sanitary and Attractive Rural Schools.

Efficient Teachers for Health Work.

Health Teaching in Rural Schools.

Wholesome Play and Recreation.

Co-operation in Health Work of the School.

Statistics of Health Work in the City and Rural Schools of the United States.

Reference on Health Problems of Rural Schools.

Ten Golden Rules of Health for School Children.

Ten Essentials for Health of Children in Rural Schools.

The third pamphlet report of the joint Committee is entitled, "Health Charts." This pamphlet contains illustrations of the charts which have been prepared and made available by the joint Committee for use when desired, not only in rural schools but also in city schools or communities. These charts have been displayed at several annual meetings of the National Council of Education, and of the National Convention of School Superintendents. They have been inspected and criticised at these meetings and these charts are being reproduced, in part, to meet the demands which have come in to the Committee from those who have seen the charts at these conventions.

These health charts are intended to present important facts and beliefs affecting particularly the health of the school children and the health conditions of the schools. Some of the charts are as well adapted for city schools as for those in rural regions. Other charts readily show their special adaptation to rural problems and needs.

It is hoped that these charts may prove to be helpful in a variety of situations, such as:

(A) School Buildings and Rooms.

(B) Teachers' Conventions.

(C) State and County Fairs.

(D) Health Conventions—Conventions of any kind where may be gathered together people who are or should be interested in the material presented by the charts.

(E) Child Welfare Exhibits.

(F) Meetings of Parent-Teachers' Associations, Women's Clubs, etc.

These charts are reproduced on thin, durable, white paper of good quality, in the size of 22 by 28 inches, and these may be shipped by mail at a very small expense.

It is the purpose of the Committee to make these charts and copies of this chart pamphlet available at the lowest reasonable cost.

It is the earnest desire of the Committee that no school, organization or community should be deprived of the benefit of these charts because of even the moderate cost.

NOTE—There are 55 of these "Health Charts," and the entire set may be had for \$5.00, plus cost of packing and transportation by parcel post. Address Dr. THOMAS D. WOOD, Chairman of the Committee, as above. Twelve of the charts are here reproduced, the last four being illustrative of the article by Dr. Burdick which follows.

TEN GOLDEN RULES OF HEALTH FOR SCHOOL CHILDREN

- I Play hard and fair—be loyal to your team mates and generous to your opponents.
- II Eat slowly. Do not eat between meals. Chew food thoroughly. Never drink water when there is food in the mouth. Drink water several times during the day.
- III Brush your teeth at least once a day. Rinse your mouth out well with water after each meal.
- IV Be sure your bowels move at least once each day.
- V Keep clean—body, clothes and mind. Wash your hands always before eating. Take a warm bath with soap once or twice a week; a cool sponge (or shower) bath each morning before breakfast and rub your body to a glow with a rough towel.
- VI Try to keep your companions, especially young children, away from those who have contagious diseases.
- VII Use your handkerchief to cover a sneeze or cough and try to avoid coughing, sneezing, or blowing your nose in front of others.
- VIII Study hard—and in study, work or play do your best.
- IX Sleep: Get as many hours in bed each night as this table indicates for your age. Keep windows in bedroom well open.

Hours of Sleep for Different Ages.

Age	Hours of Sleep
5 to 6	13
6 to 8	12
8 to 10	11½
10 to 12	11
12 to 14	10½
14 to 16	10
16 to 18	9½

- X Be cheerful, and do your best to keep your school and your home clean and attractive, and to make the world a better place to live in.

Committee on Health Problems in Education
National Council of Education

AVOID SPREADING DISEASE

At School and at Home



A pencil passed from mouth to mouth carries with it disease germs.



Dangerous diseases are caught by drinking from a cup used by others.



Your hands carry disease germs. Wash them always before eating. Use an individual towel.



The common towel spreads eye and skin diseases. It is a menace to health.

TEN ESSENTIALS FOR HEALTH CARE OF CHILDREN IN RURAL SCHOOLS

- I. Daily health inspection by parent and teacher with the cooperation of school nurses and doctors.
- II. General health examination including dental examination at least once a year.
- III. Follow up health work with provision of medical, surgical, and dental care for correction of health defects, with service of school or district nurse, to make effective the health program in the school.
- IV. Warm school lunches for all rural school children.
- V. Sanitary and attractive school houses and surroundings.
- VI. Efficiently trained teachers who are qualified to do their full share in the care of health and welfare of the children.
- VII. Practical health instruction of all pupils for the establishment of health habits and the extension of health conduct and care to the school, to the homes and to the community in general.
- VIII. Special classes and schools for the physically and mentally defective.
- IX. Generous provision for wholesome play and recreation in school and community.
- X. Organization and cooperation of interested people and societies to insure to all the children the essentials of health and general well-being.

TEN SANITARY COMMANDMENTS FOR RURAL SCHOOLS

In every school which may be considered passably sanitary the following conditions shall obtain:

- 1.** Heating by at least a properly jacketed stove. (No unjacketed stove to be allowed) Avoid overheating. Temperature should never go above 68F. There should be a thermometer in every schoolroom. Ventilation by open windows when weather permits and by opening of windows at frequent intervals even in winter.
- 2.** Lighting from left side of room (or from left and rear) through window space at least one-fifth of floor space in area
- 3.** Cleanliness of school as good as in the home of a careful housekeeper.
- 4.** Furniture sanitary in kind and easily and frequently cleaned. Seats and desks adjustable and hygienic in type
- 5.** Drinking water from a pure source provided by a sanitary drinking fountain
- 6.** Facilities for washing hands, and individual towels
- 7.** Toilets and privies sanitary in type and in care (with no cesspools unless water tight) and no neglected privy boxes or vaults.
- 8.** Flies and mosquitoes excluded by thorough screening of schoolhouse and toilets
- 9.** Obscene and defacing marks absolutely absent from schoolhouse and privies
- 10.** Playground of adequate size for every rural school.

SNEEZING AND COUGHING

spread disease
unless precautions are used.



Use your handkerchief
to cover a sneeze or a cough

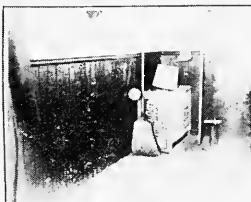
Try to avoid sneezing, coughing or
blowing your nose in front of others.

Committee on Health Problems in Education
National Council of Education

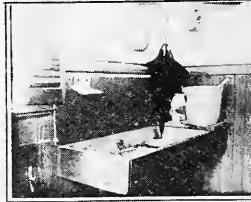
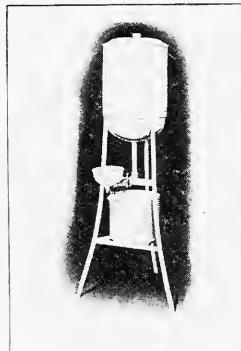
SAFE DRINKING WATER

Should be available for every pupil.

Every rural school should have a sanitary drinking fountain.
Drinking water should come from a safe source.

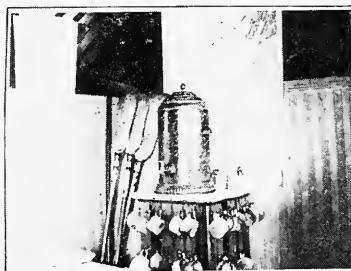


The common drinking cup—or dipper—is always dangerous.

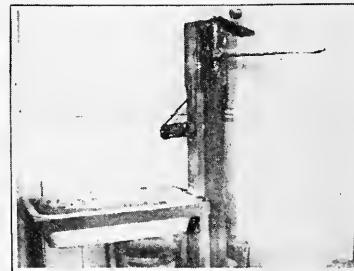


Pail and dipper should never be tolerated.

Improved Sanitary Drinking Fountain
and some actual facilities which it should replace.



Conditions which make individual cups dangerous. Rust and promiscuous handling. Note disease-breeding roller towel.



The pump in the school room. Water easily accessible, but room unsightly and unhygienic. Water bugs abound in such schools.

Committee on Health Problems
National Council of Education

SCHOOL AND COMMUNITY

Promoting social interest in the rural school means better school and better community.



Crowds turn out in the city to watch school athletic events.



The village, too, can become interested if properly roused.



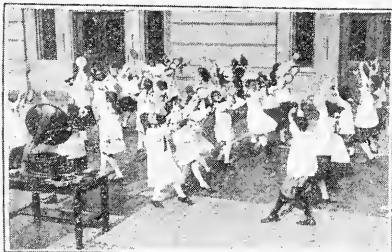
City school children's Arbor Day celebration made a community event. Why not in rural schools?



Rural school children provided with play apparatus as a result of parents' entertainment.

Committee on City Problems
National Council of Education

FOLK GAMES



Rhythmic motion satisfies the child's craving for action better than formal gymnastics.



Health and Beauty on a City Roof
Rural children have all outdoors to play in and yet they know very little about how and what to play.

Folk games are of distinct educational and recreational value.



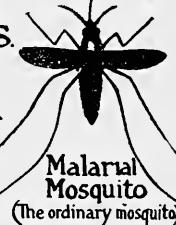
Committee on Health Projects in Education
(National Council of Education)

FLIES AND MOSQUITOES



Typhoid Fly
(The common fly)

Are your dangerous enemies.
They breed in filth.
They carry disease and death.
Remember their names and
what they stand for!



Malarial Mosquito
(The ordinary mosquito)

Manure piles
Cesspools
Filthy stables
Offal
Dead carcasses

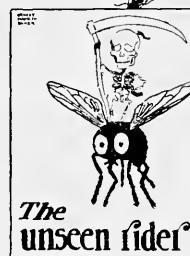
FROM



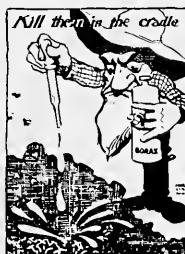
Stagnant water
Slops
Dirty troughs
Privies
Spitoons



TO
Your food
Your drink
Your lips
Your stomach
YOU MUST



Kill flies
and mosquitoes
Destroy their breeding places
Cover up your food
Starve the fly!



Clean stables
Clean privies
Every home and school
should be screened
Shut out the fly!

Cartoons by courtesy of
Ernest Hamlin Baker

Committee on Health Problems
National Council of Education

Adenoids and Enlarged Tonsils Make Backward Pupils



Face deformed by
mouth breathing.

Mouth breathing
is injurious
to development
and health.

Appearance of a child with marked adenoid enlargement, mouth open, dull, sleepy, with inquiring look, upper lip short and thick, upper jaw narrow, nasal orifices small and pinched, the face full under the eyes, listless and indisposed to physical or mental exertion, stupid and backward, in school from one to two years behind the normal of same age, undersized...



The same child
after treatment.



Adenoids force
a child to breathe
through the mouth
instead of the nose.

Adenoids often Result in

Obstructed Breathing
Chronic nasal catarrh
Defects in sense of smell and taste
Malnutrition and anemia

Mental disturbances
Deafness and earache
Defects in voice (nasal voice)
Physical and mental underdevelopment

Tonsils make a Child an Easy Victim of

Tonsillitis
Quinsy

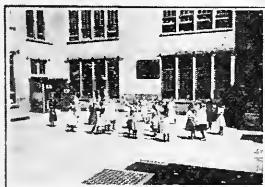
Diphtheria
Rheumatism

Tuberculosis
Pneumonia

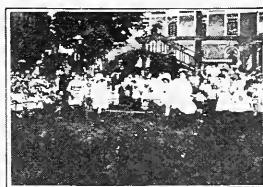
Committee on Health Problems of Education
National Council of Education

PLAY AND RECREATION

A playground is not a luxury but a necessity for the welfare of children.



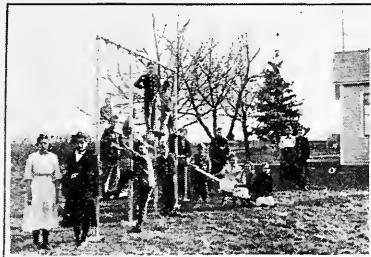
Ball !



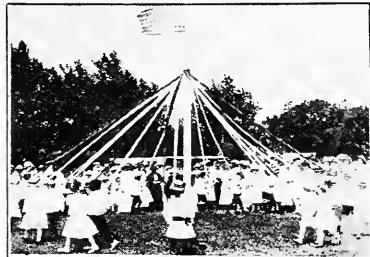
Potato Race

"Happy hearts and happy faces,
Happy play in grassy places."

—R. L. Stevenson



A fortunate rural school.



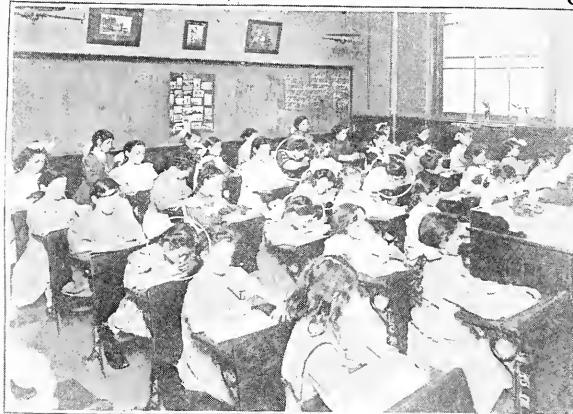
Rural May Day Celebration.

Enjoyments rural school children should have.

Committee on Health Problems in Education
National Council of Education

DEFECTIVE EYES

Severly Handicapa Child's School Progress



One school child in every Seven suffers from defective vision.

Note the five pupils in this class of thirty-five.

Before



Uncorrected vision causes physical and mental strain in school children.

After



Correctly fitted eyeglasses enable children to read at a proper distance.

Committee on Health Problems in Education
National Council of Education.

PHYSICAL EDUCATION.

WM. BURDICK, M.D., Director Public Athletic League; Supervisor Physical Education.

Maryland has expressed her desire for the health and recreation of her people by passing the new law requiring physical education in all of her schools. In March, 1914, the Legislature appropriated money for athletics and public recreation, thereby accepting the principle that the State had a responsibility for the health and leisure of its youth. It was significant that our commonwealth preceded the other States in planning for the physical training of its children before the present war. It was the natural outcome of four year's experience that this year a law should be passed asking for a minimum period of "15 minutes in each school day and also at least one hour of directed play outside of the class-room work in each school week" for elementary schools, and three hours each week for high schools. Maryland decided that its scholars should be trained for life—for war if need be, and for all other vicissitudes that might happen. Whether this was wiser than the course taken by other States in planning primarily for military training will be decided by the co-operation of the teachers in carrying out the provisions of this Bill.

RESULTS OF FIRST DRAFT UNDER THE SELECTIVE-SERVICE ACT, 1917.

	Accepted Physically.	Rejected Physically.	Per Cent. Defectives.
Talbot	472	57	10.77
Anne Arundel.....	555	124	18.26
Montgomery	524	120	18.63
Kent	271	73	21.22
Queen Anne's.....	216	62	22.30
Frederick	745	218	22.60
Caroline	296	88	22.91
Prince George's.....	497	169	25.37
Washington	1,055	361	25.49
Dorchester	338	130	27.77
Carroll	639	248	27.95
Calvert	172	73	29.79
Garrett	379	167	30.58
Wicomico	394	174	30.63
Worcester	375	171	31.32
Cecil	101	47	31.32
Baltimore	2,538	1,212	32.32
Allegany	1,160	555	32.37
Charles	366	190	34.17
Somerset	404	230	36.28
St. Mary's.....	274	164	37.44
Baltimore City.....	9,619	4,292	38.53
Harford	101	68	40.24
Howard	153	124	44.76
 Maryland	21,644	9,117	29.64
United States.....			29.11

John Dewey, in Schools of Tomorrow, says, "Modern society realizes that the care and growth of the body are just as important as the development of the mind, more so, for the latter is dependent upon the former; so schools will become places for children to learn to live physically as well as mentally." This is the reason, of course, why a different emphasis must be placed on physical education hereafter. All have assumed, as

long as a child was at school he was not ill; but recent studies have shown as high as 80% of our children have remediable defects—if neglected teeth are considered. The absences from school on account of petty disorders have amounted to such a high figure that it is now known that medical examinations and the formation of health habits economically are necessary for scholar, teacher and the community that is paying the bill.

All teachers, recognizing the effects of health upon their own happiness, wish the same joy for their pupils. They are beginning to see that time devoted to play, athletics, and games creates an atmosphere that brings rewards of less attention to discipline and better results in the strictly mental work. They will study physical education, the science of living at the highest health; or, as Paulson defines it, to "so educate the body that it will be the outward expression of the inner beauty of the soul." They will understand the child's need for air, exercise, proper food, and sufficient sleep, and will direct the physical training or the art or practice of the motor activities of the children.

Our duty to put physical education first this year is demanded by the table showing the results, by counties, of the first selective draft. It is shocking to learn that 296 of every 1,000 young men, 21 to 31 years of age called in Maryland, were physically unfit to serve their country in its fight for freedom. Two hundred and ninety-one failed as an average for the United States, and 58 more were rejected at the camps. The older States seemed to show the worst condition of its young men. These figures do not take into account the fine fellows who volunteered, but do show immediate need for quick work in building up our manhood. This table shows a wide range from 107 rejections per 1,000 in Talbot to 447 in Howard. Ten counties were above the average for the State, but they represent only 24 per cent. of those examined. Immediate steps should be taken first to examine all high school students so that our boys shall be ready as they are needed, and that our girls may be able to bear the burdens now to be assumed by them. Patriotism requires that every high school pupil shall have remediable defects corrected at once, and that each one shall become strong, healthy, and prepared to "play the game," whether it be dodge ball, soccer, or war. For athletics are proven, in our training camps as well as in the base camps of France, to be the best kind of exercise, physical and moral, for our men and boys.

Physical education will produce the needed happy, healthy, self-reliant youth if its aims are recognized as sensory and motor training in activities requiring skill and vigor. These activities will vary with the growth and development of the child and will include the play and natural muscular habits of the children, the hygienic life that has to be consciously learned, and the simple as well as more highly organized athletics of our adolescents which require the social qualities of obedience to rules and loyalty to others, self-control and courage.

Physical training this year in Maryland's schools may include all the above aims, but every school is expected to use the following setting-up exercises. After these have been learned more difficult ones may be used.

DAILY SETTING-UP EXERCISES.

EXERCISE No. 1.

Open and close fingers vigorously, hands at legs, arms sideward, arms forward, arms upward. Count 1, 2, 3, 4 at each position. Elbows stiff and head erect.

EXERCISE No. 2.

Arms forward, arms sideward, palms up, arms forward, arms down. Count 1, 2, 3, 4. Repeat four to six times.

EXERCISE No. 3.

Neck firm (fingers behind neck, elbows back) raise chest. Count 1, 2. Repeat four to six times.

EXERCISE NO. 4.

Jump to side, stride, stand and raise arms sideward. At count 1 turn trunk right. At count 2 turn trunk left. During counts 3 to 8 repeat this turning right and left. Repeat three or four times. The arms must always be in a line with the shoulders.

EXERCISE NO. 5.

Jump to side, stride, stand and raise hands to right shoulder, imitate chopping wood. On count 1 swing hands between legs, knees bent, and on count 2 return hands to other shoulder. Repeat six or eight times.

EXERCISE NO. 6.

Place hands on hips, jumping in place. This must be done on toes. Count 1-2, 1-2. Repeat ten or twelve times.

(If these exercises must be done in school-room, during inclement weather, a rapid knee-bending may take place of jumping.)

EXERCISE NO. 7.

Raise arms sideward, palms up, raise the chest and breathe in deeply. While doing this count slowly 1, 2, 3, 4. Exhale while counting 5, 6, 7, 8. Repeat this deep breathing four or five times.

EXERCISE NO. 8.

Place hands on hips. At count 1 raise leg and thigh backward. The leg must be kept straight and the body upright. After holding this position for a short time, at count 2 lower the leg. Repeat right at counts 3 and 4. Repeat the exercise four or five times.

NOTE—The above exercises are vigorous movements designed to secure effects upon the heart and whole body, and should be done in the open air.

More complicated exercises may be added for grades above the third.

In addition to setting-up exercises, children should learn to march. In grades 1, 2 and 3, pupils should march in a column of twos. In grades 4, 5 and 6, pupils should march in a column of fours. In grades 7 and 8, the pupils ought to march in a column of squads.

The following games are prescribed for the different grades:

Grades 1, 2, 3—Toss Up; Drop the Handkerchief; Fox and Geese; Tag; Jump the Shot; Oats, Peas, Beans and Barley.

Grades 4, 5, 6—Black and White; Squirrel; Hill Dill; Basket Ball Throw for Distance.

Grades 7, 8, 9—Ball Relay; Potato Race; Three Deep; Track and Field Athletics; Shuttle Relay; Dodge Ball; Playground Ball; Corner Spy.

Games and Dances—William A. Stecher, J. J. McVey, 1916.

Physical Training for the Elementary Schools—Lydia Clarke, Benj. H. Sanborn & Co., 1917.

It is hoped that every teacher will test the eyes and ears of each pupil. The tests are simple and should be done and recorded each year. When defects are discovered, parents should be notified, and each case followed up, if necessary, until a thorough examination is made by an expert. Pupils with eye or ear trouble can not make normal progress in their school work, and their teachers should not rest content until this unfair handicap is removed.

EYES.

Snellen Test Sheet. The Snellen Test Sheet, enclosed in this pamphlet, may be used to great advantage as follows:

STATE OF MARYLAND

1. Hang the sheet in some place in a room where:
 - a. The pupil to be tested can stand or sit 20 feet from it;
 - b. The light illuminates it, but does not shine directly into the face of the child;
 - c. The light is neither direct sunlight, nor a dim light. North light, near a window, on a bright day, is best. If a person with normal sight can see the letters marked 20 feet, the light is doubtless good light for the test;
 - d. It is on a level with the eye of the pupil being tested;
 - e. It hangs flat, without creases against a blank wall. It may be well to paste or fasten the sheet securely to a piece of stiff cardboard or a piece of board.
2. If a child wears glasses, test with the glasses on. It will thus be determined whether or not the glasses fit.
3. Do not allow the card to hang where other pupils may study it. They may unconsciously commit it to memory.
4. If there is suspicion that a pupil has learned the sequence of letters, have him read from right to left or skip about.
5. Hold a stiff card against the nose, half an inch to an inch in front of one of the eyes of the pupil. Be sure that both eyes are open, the covered eye as well as the one being tested, being careful to prevent the covered eye from seeing without pressing it.
6. If the uncovered eye can read easily the letters in the line indicated by 20 feet, that eye is not near-sighted. If it can read all but two or three letters it should be rated as passing the test. If the uncovered eye can read the line indicated by 15 feet, it is far-sighted. If it cannot read the line indicated by 20 feet, that eye is near-sighted and should be tested by the lines above, indicated 30 feet, 40 feet, and so on, until one line can be read, to determine approximately how serious the near-sight defect is.

EARS.

Tests for defective hearing. An examiner standing behind a child while testing his vision can quite fairly estimate his hearing by whispering questions as to the child's school, age, or address, first standing to one side and then to the other. Children who fail to hear the questions should be further examined.

Another test is to stand a child 20 feet from the teacher, with one ear toward the teacher. The teacher asks a series of simple questions in a whisper loud enough to be heard distinctly by a person with normal hearing. If the questions are not heard at 20 feet, the distance may be shortened to determine the amount of defect. Each ear should be tested in this way separately.

An excellent test is to require the child to repeat after the teacher a series of numbers pronounced distinctly but with varying loudness. The lips of the teacher should not be visible to the child, for these children often pick up lip-reading instinctively with surprising readiness. In this or in any other test the normal children of the class may be used as controls.

There is no kind of achievement you can make in the world that is equal to perfect health.—*Carlyle*.

Honor and shame from no condition rise;
Act well your part; there all the honor lies.—*Pope*.

Among mortals second thoughts are wisest.—*Euripides*.
Poverty is the north wind that lashes men into vikings.—*Ouida*.

For goid or evil you are the product of your yesterdays.—*H. K. Webster*.

an
zed
of
to
ess.
hat
ady
of
ry-
nd
Let

the
of
out
ded
thy
ate
nk,
of
one

hat
ion
apt
of
the
ual
eat
our

ys:
the
said
lue
, is
eau

and
han
rts.
ate,
ict.
ool-
t to
s of
ity,
mo-
ieir

SNELLEN TEST SHEET
(See Directions on Page 58)

70 ft.

D L N

50 ft.

P T E R

40 ft

F Z B D E

30 ft.

O F L C T G

20 ft.

A P E O R F D Z

15 ft.

N P R T V Z B D F H K O

COMMUNITY ORGANIZATIONS.**SLOGAN:**

*Every Community a little democracy;
Every Schoolhouse a community capitol.*

Before the advent of the present war the value of some kind of an organization to link together the home and the school had been recognized by thoughtful men and women. Many of the county superintendents of Maryland have taken an active interest in furthering the movement to effect such organizations, and some of them have met with marked success.

In the national crisis which confronts us the need is compelling that every school district in the Union organize where one does not already exist, a community council, or center, or league, for the discussion of questions that vitally affect the welfare of every individual. Will Maryland do her duty? The call has come from the national authorities, and should be heeded by every teacher and school official in the State. Let there be no slackers.

"Your State, in extending its national defense organization by the creation of community councils, is in my opinion making an advance of vital significance. It will, I believe, result when thoroughly carried out in welding the Nation together as no nation of great size has been welded before. It will build up from the bottom an understanding and sympathy and unity of purpose and effort which will no doubt have an immediate and decisive effect upon our great undertaking. You will find it, I think, not so much a new task as a unification of existing efforts, a fusion of energies now too much scattered and at times somewhat confused into one harmonious and effective power.

"It is only by extending your organization to small communities that every citizen of the State can be reached and touched with the inspiration of the common cause. The schoolhouse has been suggested as an apt though not essential center for your local council. It symbolizes one of the first fruits of such an organization, namely, the spreading of the realization of the great truth that it is each one of us as an individual citizen upon whom rests the ultimate responsibility. Through this great organization we will express with added emphasis our will to win and our confidence in the utter righteousness of our purpose."

WOODROW WILSON.

THE WHITE HOUSE,

March 13, 1918.

(Letter to chairmen of State Councils of Defense.)

Dr. P. P. Claxton, United States Commissioner of Education, says:

"To make more valuable to the people those things from which the people are accustomed to derive value has very appropriately been said to be the prime business of legislators. That the schoolhouse, whose value to the people is already great, may become still more valuable to them, is the purpose of the community-organization movement which this bureau has undertaken to foster.

A great democracy like ours, extending over more than three and one-half million square miles of territory and including more than 100,000,000 people, must be alive, intelligent, and virtuous in all its parts. Every unit of it must be democratic. The ultimate unit in every State, Territory, and possession of the United States is the school district. Every school district should therefore be a little democracy, and the schoolhouse should be the community capitol. Here the people should meet to discuss among themselves their common interests and to devise methods of helpful co-operation. It should also be the social center of the community, where all the people come together in a neighborly way on terms of democratic equality, learn to know each other, and extend and enrich their community sympathies.

"For this purpose the schoolhouse is specially fitted; it is nonsectarian and nonpartisan; the property of no individual, group, or clique, but the common property of all; the one place in every community in which all have equal rights and all are equally at home. The schoolhouse is also made sacred to every family and to the community as a whole by the fact that it is the home of their children and the training place of future citizens. Here all members of the community may appropriately send themselves to school to each other and learn from each other of things pertaining to the life of the local community, the State, the Nation, and the world.

"The appropriation of the schoolhouse for community uses has well been called 'master stroke of the new democracy.' These facts are not new, but the emphasis on their importance is new and amounts to a new discovery. The Nation's immediate need to mobilize the sentiments of the people and to make available the material resources has directed special attention to the schoolhouse as an effective agency ready-made to its hand for this purpose. The national importance of this new organization is evidenced by the fact that the Council of National Defense has planned a nation-wide movement to organize school districts or similar communities of the United States as the ultimate branches of its council of defense system, believing that the organization of communities will enable the Council of National Defense to put directly before the individual citizens the needs of the Nation, to create and unify their sentiment, and to mobilize and direct their efforts for the defense of the Nation."

Some teachers feel a hesitancy in taking the initiative in organizing their communities, due often to lack of experience in such matters and to ignorance of the method of procedure. They should not hold back on that account. Any of their school officials stand ready to render any assistance in their power, and the State Department will be only too glad to help with any suggestions to cover points not already touched upon. In the Year Book for 1917-1918, p. 50 ff., is a most helpful article on the organization of School Improvement Associations. There is appended hereto a suggested constitution and by-laws which have been in successful use in one county of Maryland. Additional suggestions may be found in the pamphlets issued by the National Congress of Mothers and Parent-Teacher Associations. The United States Bureau of Education has issued a helpful bulletin on "A Community Center; What it is and How to Organize it," (Bulletin 1918 No. 11). The attitude of the National Government is set forth in a pamphlet entitled, "The Development of Community Councils," which gives suggestions for organizing community councils and carrying on community council work.

What the organization shall be called is not so important as that one shall be formed. It should aim for the betterment of all the community, not alone the school; yet school improvement will be the inevitable outcome of the deliberations of any organization whose purpose is to make its own community the best place in the county in which to live.

The National Government desires to reach every home in the country with messages bearing on the great conflict. This is one of the first needs of the hour. What better meeting place for the discussion of the issues of democracy than democracy's cradle, the American public school? Here the people should assemble to discuss the issues that are vital to every person in the land. This is the teacher's opportunity to render a patriotic service of the highest character.

There should be no dearth of material for programs of instruction and entertainment that will interest and attract the people. Besides the patriotic exercises required of all schools, programs for which are found elsewhere in this Year Book, several meetings might profitably be devoted to the consideration of such topics as, Clean-Up and School Improvement Day, Better Farm Day, Better Home Day, Better Roads Day, Better Health Day, Better School Day, etc.

Each school that forms a community organization should make a

report to the county superintendent who will keep the State Superintendent informed of the progress his county is making.

REPORT OF ORGANIZATION.

To the County Superintendent,

.....*County.*

DEAR SIR:

I desire to report the organization of the following league (or school improvement association or parent-teacher association, etc., as the case may be).

School.....	No.....	Elect. Dist. No.....
Name of Teacher.....	Address.....	
Name of League.....		

OFFICERS.

President.....	Address.....
Vice-President.....	Address.....
Secretary.....	Address.....
Treasurer.....	Address.....
Chairman Committee on Education.....	
Chairman Committee on Social, Recreational, and Moral Life.....	
Chairman Committee on Home Improvement.....	
Chairman Committee on Farm Improvement.....	
Chairman Committee on Publicity and Membership.....	
Chairman Committee on..... (Designate other committees and their chairmen.)	
Number of Members.....	

CONSTITUTION AND BY-LAWS.

CONSTITUTION.

Article I.—Name.

This organization shall be called the.....
Community League of.....*County, Maryland.*

Article II.—Object.

The object of this organization shall be to advance the educational, social, moral, physical, civic, and economic interest of the community.

Article III.

Any white person of good moral character who is interested in the objects of the organization, and will comply with the regulations of the constitution and by-laws, may be elected to membership in accordance with Article I of the By-laws.

Article IV.—Officers.

The officers of this organization shall be a President, a Vice-President, a Secretary, a Treasurer, and such other officers as the League may deem necessary, at any time.

Article V.—Management.

The general management of the organization shall be vested in an executive committee, composed of the officers and the chairman of the regular standing committees.

Article VI.—Meetings.

Meetings shall be held in such manner as the By-laws may direct.

Article VII.—Quorum.

One-sixth of the membership shall constitute a quorum for the transaction of business.

Article VIII.—Dues.

The dues of the organization shall be such as are provided for in the By-laws.

BY-LAWS.*Article I.—Election of Members.*

Application of candidates for membership shall be made by a regular member of the organization. The application may be voted on by the organization at the regular meeting at which the application is made or at the next regular meeting thereafter.

Article II.—Election of Officers.

SECTION 1. The officers of this organization shall be elected for one year at the regular meeting in May, by majority vote. Their term of office shall begin at the close of that meeting.

Duty of President.

SEC. 2. The President shall preside at all meetings of the organization, enforce its regulations and perform all other duties required of him by the Constitution and By-laws.

Duty of the Vice-President.

SEC. 3. The Vice-President shall perform the duties of the President in the latter's absence.

Duty of the Secretary.

SEC. 4. The Secretary shall keep a record of the attendance of members and a complete account of the activities of the organization, and perform any other duties required of him by the Constitution and By-laws.

Duty of the Treasurer.

SEC. 5. The Treasurer shall collect all money due the organization, keep same securely, and pay it out at the direction of the Executive Committee. He shall report collections and expenditures at each regular meeting.

Article III.—Committees.

SEC. 1. On taking office the President shall appoint the chairman of the standing committees. Then the executive committee shall select the additional members of these committees. The standing committees shall be: Committee on Education, Committee on Social, Recreational and Moral Life, Committee on Home Improvement, Committee on Farm Improvement, Committee on Publicity and Membership.

Committee on Education.

SEC. 2. It shall be the duty of this committee to look after the educational interests of the community, especially with reference to the equipment, improvement, sanitation and maintenance of the school build-

ing and playgrounds, and co-operate with the teacher or teachers in promoting the efficiency of the school.

Committee on Social, Recreational and Moral Life.

SEC. 3. Its chief object shall be to plan for social events in the community. It should interest parents and children in play and recreation, and be careful to see that the social needs of all members of the community are provided for; it should encourage regular attendance at religious services, and seek in every possible way to foster and develop in the community all influences that make for righteousness and good citizenship.

Committee on Home Improvement.

SEC. 4. The chief object of this committee should be to promote interest in the beautification of the home and its surroundings, home gardening, canning, and in the installation of labor-saving devices; it shall also seek in every way possible to improve the health and sanitary conditions of the community.

Committee on Farm Improvement.

SEC. 5. This group should practice and insist on up-to-date farming methods, co-operative buying and selling, care of machinery, rotation and the diversification of crops, raising of pure-bred stock and fowl, to such extent as conditions in the community will permit.

Committee on Publicity.

SEC. 6. This committee should seek to give due publicity to all the activities of the League. The use of local papers is suggested. This committee should act as a committee on membership whose aim should be to bring every good man and woman of the community in the League, and see that none drop out unless for a good cause.

Executive Committee.

SEC. 7. It shall be the duty of this committee to prepare programs for the meetings, pass on bills presented, and plan for the welfare of the League. The President is ex-officio chairman of this committee.

SEC. 8. Special committees may be appointed at any time by the President.

Article IV.

SEC. 1. Regular meetings shall be held.....of each month.

SEC. 2. The Executive Committee may call a meeting at any time for a specific purpose, provided the membership is duly notified. Such a meeting may be also held on the call of the President, when requested to do so by at least three members.

Article V.—Reports.

Immediately after the last regular meeting of each school year the Secretary shall send a full report of the work for the year to the Superintendents of Schools for.....County.

Article VI.—Dues.

Article VII.—Change of By-laws.

These By-laws may be amended, if said amendment does not conflict with the Constitution, at any regular meeting, by majority vote, provided that the proposed amendment has been submitted in writing at a previous regular meeting.

CLEAN-UP AND SCHOOL IMPROVEMENT DAY.

(Adapted from a bulletin issued by the Alabama State Department of Education.)

"The dirty, smoke-begrimed schoolhouse, with its cracked and broken plaster, warped floor, rusty stove, and dirt-stained windows, can no longer have a place in modern country life, if we wish to re-establish it as the rallying point in rural life—a place where we shall hope to save the country boy and girl for the farm and farm life. The beauty and dignity of the modern building must be such that people will point to it as *our* building and emulate its architecture in the construction and arrangement of their own homes. The grounds must be made attractive with plots of velvety grass, with trees, shrubs and flowers. Such surroundings exert a marvelous influence over the children. The children who come from homes where culture and refinement are unknown will enter a new life in the school; children from homes abounding in modern comforts and conveniences will find the new school atmosphere homelike and congenial."

—Foght's "American Rural School."

If the public could be persuaded that the spirit of loyalty to one's school should always find expression in pride in the school grounds, in a readiness to beautify them and in assistance in caring for them, it goes without saying that instead of the many deserted looking spots that dot the State there would be substituted attractive parks, and instead of the plain, cheerless and insanitary boxes called schoolhouses, there would be substituted as many comfortable, cheerful and artistic little cottages.

Very many of our country schools are sadly in need of some simple and inexpensive repairs, which should be provided in the interest of comfort, convenience, health and good taste. The time has come when the school must embody, in concrete form, the lessons in sanitation and health that it would impress upon the community, for it can never hope to promote any virtue which it does not itself exemplify.

Every school should set aside one day this fall for the purpose of having the school set its own house in order that it may preach the gospel of cleanliness and beauty which our rural communities need to hear. Friday, November 1, is suggested as "Clean-Up and School Improvement Day" in the hope that teachers, children, patrons and friends will assemble at their several school buildings and observe the day in such a way as to stimulate the pride of the entire people in making the most important agency in their midst a more positive factor in its influence and possibilities because of what shall be done.

On this day the regular work of the school should be suspended, for the afternoon session at least, and the patrons and trustees invited to meet at the school and bring their grass cutters, rakes, whitewash brushes and buckets, nails and hatchets, and whatever other tools may be necessary to put their schoolhouse and grounds in good condition. Everyone knows how much more attractive a clean, well-kept building and ground is than one needing paint or whitewash, with window panes missing, and perhaps a panel gone from the front door and with the ground so overgrown with weeds and bushes that the children have no place to play.

The rural schools of Maryland, like those of most other states, have failed to measure up to the fulfillment of their mission, namely—the development of rural life. Our country people have not taken proper interest and given the loyal support to create a love for rural life and maintain a high standard of living conditions for our future citizens. The rural school if it is to attain its largest degree of usefulness, must idealize and glorify country life. It must be the forum of the community as well as the "beauty spot," typical of enterprising effort and rustic beauty. Nature has been lavish in its gifts to man and there is no reason why the school yard should not be a most inviting playground for the younger citizens of the community, unless it be that the patrons of the school are unwilling to make it so.

The surroundings of the rural school must be inspirational. It must inspire the children in their efforts to attain a reasonable degree of education. It does not take a close observer of conditions to see that the present status of affairs fulfills anything other than this idea, and therefore the school misses the aim for which it was founded and toward which it should work.

The lives of the pupils largely reflect their environments. Some individuals are affected by surrounding conditions more than others, but all more or less. Children are more easily susceptible, and as they spend a large part of their lives in the schoolroom, one can readily see that the effort put forth to beautify the schoolhouse and to make it inviting will be well worth while.

"If children are daily surrounded by those influences that elevate them, that make them clean and well-ordered, that make them love flowers and pictures and proper decorations, they at last reach that degree of culture where nothing else will please them. When they grow up and have homes of their own, they will have them clean, neat, bright with pictures, and fringed with shade trees and flowers."—*Henry Sabin*.

Work ceases to be drudgery when done under pleasant conditions; work becomes a pleasure when workers are surrounded by objects of beauty which create an atmosphere or feeling of harmony and peace. For instance, the tired housewife, after a housecleaning, has often been heard to say that housekeeping is much easier now; it is generally the case that the work is no easier but merely that the nerves are no longer irritated by the disorder and displacement of things around her. If this is true with the elder people, how much more so is it with the children? Give the children the best surroundings possible and then expect the best that is in them.

It is a natural desire that craves the attractive and beautiful, and our country people are moving to the towns and cities to satisfy this longing, unfortunately leaving desolate many rural communities. There is no better place than the schoolhouse to train rural people to fall in love with rural life. If this movement is begun at the school, nothing is more certain than that it will be carried to the home.

A county superintendent of long service, has said: "It has been my experience that a strong rural school teacher can get anything she wants. For her the necessary painting will be done, the seats and blackboards will be properly placed, the grounds will be graded, and every reasonable requirement will receive consideration by the school officials in charge."

There is no doubt but that teachers can have the school environment practically as they wish. This being true, rural teachers are certainly not quite filled with the desire their profession should beget. This is an indictment against those teachers who are neglecting the opportunities which have been in their grasp so many years. There is no greater opportunity for any one than to be given a dilapidated school building which through effort may be transformed into "a thing of beauty and a joy forever." Here is the best place to make a record for oneself.

It has been suggested that it would be a crime to enforce the compulsory school law so long as children would be compelled to spend their school days at an institution where the environment is uninviting, harsh, treeless, flowerless, cheerless, immodest, and vitiating.

Make your trustees and patrons see that to spend money and time in making an inviting and cheerful school is one of the best investments possible, resulting in a better enjoyment of rural life by the children which will bind these future citizens closer to their country homes.

The beautifying of rural school grounds is not an easy task for the average teacher. Her training has not fitted her to be an intelligent leader in this phase of school work; she has had no course in landscape gardening or beautifying lawns, but fortunately it does not take such training to make a beginning, and from a mere beginning, who can tell what the result will be?

Determine now that you will bring all the power of your personality to influence the patrons of your school and citizens of your community to observe School Improvement Day in a way that will result in lasting good to your community.

Ask yourself the following questions:

Is your schoolhouse painted? Is it properly lighted, ventilated and heated? Is it clean and kept so? Is it home-like and attractive within, with curtains, shades, well selected pictures, etc.? Is it supplied with blackboards, comfortable desks, maps, library, etc.? Does your schoolhouse make welcome social gatherings, entertainments, public lectures, and community meetings of various sorts? Is the house large enough? Have ample playgrounds for girls and boys been provided, and properly prepared and equipped with at least some simple, home-made apparatus? Have school grounds been properly drained, cleared of stumps and rubbish, laid off in walks, flower plots, etc., beautified with flowers, vines, trees, and shrubs? Have sanitary privies been provided, properly located and screened as modesty demands? Is the water supply sanitary and properly protected? Do pupils have individual drinking cups, or are sanitary drinking founts installed?

CLEAN-UP SUGGESTIONS.

INTERIOR.

1. Clean windows, floors and walls. Put in window panes when necessary.
2. Paper or paint walls. Use buff for walls and cream for ceiling in either alabastine or paint.* Alabastine No. 49 (green) for side walls and No. 20 (buff) for ceiling make an attractive combination.
3. Provide shades for windows.*
4. Polish stoves.*
5. Put locks on doors and windows.*
6. Clean desks by scrubbing if necessary.
7. Paint blackboards.*
8. Provide erasers. Make them, if unable to secure otherwise, by attaching a piece of carpet or felt to a wooden block.
9. Provide soap, wash-pan, and towels; foot mats and scrapes.
10. Make and paint window boxes for flowers.
11. Bring potted plants, such as ferns, also flower vases; magazines for reading table.
12. Ask for tools to be contributed as permanent property of the school.
13. See to drinking water; supply fountains, if possible; if buckets are used, insist upon cleanliness and individual drinking cups.
14. Secure pictures. Sometimes good pictures can be borrowed from homes for a while. Pictures which uplift and develop can be purchased at almost insignificant prices (from one to five cents each) from the Perry Pictures Company, Malden, Miss. Add to your decorations at least two good framed pictures this year.
15. Organize among pupils a house-keeping committee and make it their duty to see that the schoolroom is kept clean, ventilated and inviting.

*Material may be purchased at local dealers or at your county seat from hardware or furniture store.

EXTERIOR.

1. Paint exterior of building. Use gray or bungalow brown with white trimmings or use white entirely.
2. Lattice around building or plant cannas where this is not possible.
3. Repair steps.
4. Clean yard; rake and burn trash; trim trees where branches are low.
5. Provide playground by levelling yard, filling gullies, properly draining ground, etc.
6. Lay off grounds with view to the work for which they are intended. Plan baseball and basketball grounds.
7. Playground and equipment. Write to the Supervisor of Physical Education for suggestions.
8. Provide sanitary outhouses (write to State Board of Health for bulletin on sanitary outhouses).
9. Organize among pupils a yard committee and make it their duty to see that the yard is kept clean.

REPORT ON IMPROVEMENT.

The State Department of Education would like to secure "Before" and "After" results of School Improvement Day. To this end the Department would appreciate a statement from the teachers of the State as to what was done, the approximate amount spent on individual undertakings, and the spirit in which the community undertook the work. Let the report be accompanied by pictures of the work done, showing the school building and surroundings before and after improvement, the pupils and patrons at work, and any other features that might encourage others to undertake similar work. The pictures should be taken by someone familiar with the use of the kodak, and an effort made to secure views that are sufficiently clear for making halftones.

SCHOOL-HOUSE CLEANING.

"Then first we come with bright, new brooms,
And brush for out-door sweeping;
All whistle as clear as black birds' trill,
While we beat and shake with a right good will;
And brush the web from the ceilings high,
And sweep the nooks and corners dry,
Till the dust is gone and the dead leaves fly;
And we answer the calls of teacher dear
With words both quick and willing.

Next into the clean-swept room
With mop and pail we come skipping,
With skirts tucked up from ankles neat,
And rainbow smiles for all we greet;
We follow on with splatter and splash.
Wherever we pause the big drops dash,
Till the house is shining from sill to sash,
And the windows bright in the sunshine flash;
And the very walls are dripping.

Last of all with cheeks abloom,
We hang the pictures and tidy the room,
We polish the floor to a dazzling sheen,
And hang the curtains so neat and clean;

With touch of fingers deft and rare,
We see that desks and books are right;
And set our flower-bowls everywhere
With buds of freshest clipping.

“Now, we are ready,” the teacher cries;
“The children may come with their bright young eyes,
And fresher and fairer than ever before
The house will be from ceiling to floor,
When the bell rings out for school once more.”

—*Margaret Johnson.*

ANALECTS.

“Whatsoever thy hand findeth to do, do it with thy might.”—*Solomon.*

“I went by the field of the slothful * * * and lo! it was grown over with thorns; and nettles had covered the face thereof and the stone wall thereof was broken down!”—*Proverbs.*

The country school of today will determine the country life of tomorrow.

The successful country teacher must not only love country life, her interests must be in the community.

The country school can never do its work for American citizenship unless it is in all respects equal to the city school.

The country school is the universal medium of restoring a pure country citizenship.

The country teacher must prefer country life, country amusements, country freedom, to city life.

American life can be no higher than American country life. America is doomed if the city sets the standard of life for the country.

No intelligent person now denies the statement that the country should be the most desirable place in which to live.

It is no exaggeration to say that in making the schoolhouse the forum of the people lies the chief hope of perpetuating the republic and its institutions.

There is no bit of ground where beauty is more appropriate, where it will extend a wider and more constant blessing, and where it is more easily obtained.

Country schools must emphasize nature and develop love for nature.

Failure is only for those who think failure. Therefore, have faith in your work and in yourself.

To build a schoolhouse is to construct a fort for the defense of the republic. To beautify this schoolhouse is to strengthen its defense.

A man proves himself fit to go higher who shows that he is faithful where he is.—*Beecher.*

Our grand business undoubtedly is, not to see what lies dimly in the distance, but to do what lies clearly at hand.—*Carlyle.*

He that wrestles with us strengthens our nerves and sharpens our skill. Our antagonist is our helper.—*Burke.*

Ability is a poor man's wealth.—*Matthew Wren.*

PUBLIC SCHOOL ANNIVERSARIES.

WASHINGTON'S BIRTHDAY, FEBRUARY 22.

Exercises in the Public Schools to be held Friday, February 21, 1919.

SUGGESTIVE PROGRAM.

1. Song—"America"	School
2. Concert Recitation—"The American's Creed"	School
3. Reading—"The Birthday of Washington"	Pupil
4. Song—"Our Presidents"	School
5. Essay—"Washington as a Military Leader"	Pupil
6. Essay—"Washington a Lover of Peace"	Pupil
7. Exercise—Acrostic	Ten small pupils
8. Essay—"Washington and Maryland"	Pupil
9. Song—"Maryland, My Maryland"	School
10. Reading—"President Wilson's Address at Mt. Vernon"	Teacher or Trustee
11. Essay—"Our Debt to France"	Pupil
12. Song—"The Marseillaise"	School
13. Recitation—"Something Better"	Pupil
14. Recitation—"Like Washington"	Pupil
15. Essay—"England and America—The Revolution and the World War"	Pupil
16. Song—"Rule Britannia"	School
17. Address	A patron or a friend of the School
18. Ode for Washington's Birthday	Pupil
19. Song—"Star-Spangled Banner"	School

THE AMERICAN'S CREED.

(Authorized version.)

I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag; and to defend it against all enemies.

THE BIRTHDAY OF WASHINGTON.

RUFUS CHOATE.

The birthday of the "Father of his Country." May it ever be freshly remembered by American hearts; may it ever re-awaken in them a final veneration for his memory; ever rekindle the fires of patriotic regard for the country which he lived so well, to which he gave his youthful vigor and his youthful energy; to which he devoted his life in the maturity of his powers, in the field; to which again he offered the counsels of his wisdom and his experience as president of the convention that framed our Constitution; which he guided and directed while in the chair of State, for which the last prayer of his earthly supplication was offered up when it came the moment for him so well, and so grandly, and so calmly to die. He was the first man of the time in which he grew. His memory is first and most sacred in our love, and ever hereafter, till the last drop of blood shall freeze in the last American heart, his name shall be a spell of power and of might.

Yes, gentlemen, there is one personal, one vast felicity which no man can share with him. It was the daily beauty and towering and matchless glory of his life which enabled him to create his country, and at the same time secure an undying love and regard for the whole American people. "The first in the hearts of his countrymen." Yes, first! He has our first and most fervent love. Undoubtedly there were brave and wise and good

STATE OF MARYLAND

men before his day in every colony. But the American nation, as a nation, I do not reckon to have begun before 1774, and the first love of that young America, was Washington. The first word she lisped was his name. Her earliest breath spoke it. It still is her proud ejaculation and it will be the last gasp of her expiring life! Yes; others of our great men have been appreciated—many admired by all—but him we love—him we all love. About and around him we call up no dissentient, discordant and dissatisfied elements, no sectional prejudice nor bias, no party, no creed, no dogma of politics. None of these shall assail him. Yes! when the storm of battle blows darkest and rages highest, the name of Washington shall nerve every American arm and cheer every American heart. It shall relume that Promethean fire, that sublime flame of patriotism, that devoted love of country, which his words have commended, which his example has consecrated:

“Where may the wearied eye repose.
When gazing on the great,
Where neither guilty glory glows,
Nor despicable state?
Yes—one, the first, the last, the best,
The Cincinnatus of the West,
Whom Envy dared not hate,
Bequeathed the name of Washington,
To make man blush, there was but one.”

OUR PRESIDENTS.

(To the tune of “Yankee Doodle.”)

George Washington is number one,
With whom begins the story;
John Adams then doth follow on
To share him in the glory.
Thomas Jefferson comes next,
A good old man was he.
James Madison is number four,
Twice President to be.

Chorus:
Our Presidents, hurrah! hurrah!
We'll give them three times
three,
And may their memories ever live
In our hearts so brave and free.

Dear James Monroe was next in
line,
Twice also die he rule us,
John Quincy Adams served us
next,
And not once did he fool us.
Then Andrew Jackson came along,
So famous as a soldier.
Martin Van Buren took his place
To act as office holder.

And William Henry Harrison
Came next in the procession.
He died, and then John Tyler
came,
Of the chair to take possession.
James K. Polk is on the roll,
He was an upright man.

Zachary Taylor followed him,
A dozen now we scan.

Millard Fillmore then was called
To rule o'er all our nation;
And after him one Franklin Pierce
Was called to fill the station.
James Buchanan was the next
Our President to be;
Then came Abe Lincoln, brave and
true,
A mighty man was he.

Andrew Johnson's name is next
In the song which we are sing-
ing;
Then comes the name of U. S.
Grant,
Let's set the rafters ringing;
And now we've got to R. B. Hayes,
The nineteenth name of all;
And James A. Garfield is the next
To answer to the call.

Chester Allen Arthur then
Comes forth to take his place;
And Grover Cleveland follows him,
The next one in the race.
Harrison in eighty-eight
Was called to fill the chair,
And Cleveland then again was
called
To rule our Country fair.

—From “How to Celebrate Washington's Birthday.”
Published by E. L. Kellogg & Co.

[Some pupil finish this poem.]

AN ACROSTIC.

To be recited by ten small children, each wearing his letter on a card about his neck, with the wrong side of the card outermost. Each turns his card to display his letter with the first word of his recitation.

This is for Worth, in Washington found,
 That with his valor and courage abound.
A's for Ambition, a virtue so true,
 Combined with all things that he had to do.
S is for Soldier, and each of us say
 That in each battle his power held sway.
H is for Honesty, quality dear,
 That in a man always ought to appear.
I, Independence; and how he did fight
 To gain for our nation sweet "Liberty's" right.
N for his Nobleness, well known to all,
 Whatever his dealings with large and with small.
G is for Grave in matters of war—
 All quarrels he thought should be settled at law.
T for the Trust which in him was placed,
 And never was known to be disgraced.
O for Obedience, highest of all,
 Knowing so well 'twas "Liberty's" call.
 For the Nation so proud to declare
 Of this, their dear leader, these qualities rare.

Chorus—Let us pause to ask you all to join us—to say again:

"First in war—
 First in peace—
 First in the hearts of his countrymen."

—From *Intelligence*.

LIKE GEORGE WASHINGTON.

(Recitation.)

We can not all be Washingtons,	He loved the truth, he hated lies,
And have our birthday cele-	He minded what his mother
brated;	taught him,
But we can love the things he	And every day he tried to do
loved,	The simple duties that it brought
And we can hate the things he	him.
hated.	

PRESIDENT WILSON'S ADDRESS AT MOUNT VERNON.

On the Fourth of July, at Mount Vernon, Virginia, before an audience of several thousand people, President Wilson made an address of international importance. He spoke as follows:

Gentlemen of the Diplomatic Corps and My Fellow-Citizens:

I am happy to draw apart with you to this quiet place of old counsel in order to speak a little of the meaning of this day of our Nation's independence. The place seems very still and remote. It is as serene and untouched by the hurry of the world as it was in those great days long ago when General Washington was here and held leisurely conference with the men who were to be associated with him in the creation of a nation. From these gentle slopes they looked out upon the world and saw it whole, saw it with the light of the future upon it, saw it with

modern eyes that turned away from a past which men of liberated spirits could no longer endure. It is for that reason that we cannot feel, even here, in the immediate presence of this sacred tomb, that this is a place of death. It was a place of achievement. A great promise that was meant for all mankind was here given plan and reality. The associations by which we are here surrounded are the inspiriting associations of that noble death which is only a glorious consummation. From this green hillside we also ought to be able to see with comprehending eyes the world that lies around us and conceive anew the purpose that must set men free.

It is significant—significant of their own character and purpose and of the influences they were setting afoot—that Washington and his associates, like the barons at Runnymede, spoke and acted, not for a class, but for a people. It has been left for us to see to it that it shall be understood that they spoke and acted, not for a single people only, but for all mankind. They were thinking not of themselves and of the material interests which centered in the little groups of landholders and merchants and men of affairs with whom they were accustomed to act, in Virginia and the colonies to the north and south of her, but of a people which wished to be done with classes and special interests and the authority of men whom they had not themselves chosen to rule over them. They entertained no private purpose; desired no peculiar privilege. They were consciously planning that men of every class should be free and America a place to which men out of every nation might resort who wished to share with them the rights and privileges of free men. And we take our cue from them—do we not? We intend what they intended. We here in America believe our participation in this present war to be only the fruitage of what they planted. Our case differs from theirs only in this: That it is our inestimable privilege to concert with men out of every nation who shall make not only the liberties of America secure, but the liberties of every other people as well. We are happy in the thought that we are permitted to do what they would have done had they been in our place. There must now be settled, once for all, what was settled for America in the great age upon whose inspiration we draw today. This is surely a fitting place from which calmly to look out upon our task, that we may fortify our spirits for its accomplishment. And this is the appropriate place from which to avow, alike to the friends who look on and to the friends with whom we have the happiness to be associated in action, the faith and purpose with which we act.

This, then, is our conception of the great struggle in which we are engaged. The plot is written plain upon every scene and every act of the supreme tragedy. On the one hand stand the peoples of the world—not only the peoples actually engaged, but many others also, who suffer under mastery but cannot act; peoples of many races and in every part of the world—the people of stricken Russia, still among the rest, though they are for the moment unorganized and helpless. Opposed to them, masters of many armies, stand an isolated, friendless group of Governments, who speak no common purpose, but only selfish ambitions of their own, by which none can profit but themselves, and whose peoples are fuel in their hands; Governments which fear their people, and yet are for the time being sovereign lords, making every choice for them and disposing of their lives and fortunes as they will, as well as of the lives and fortunes of every people who fall under their power—Governments clothed with the strange trappings and the primitive authority of an age that is altogether alien and hostile to our own. The Past and the Present are in deadly grapple, and the peoples of the world are being done to death between them.

There can be but one issue. The settlement must be final. There can be no compromise. No half-way decision would be tolerable. No half-way decision is conceivable. These are the ends for which the associated peoples of the world are fighting and which must be conceded them before there can be peace:

I. The destruction of every arbitrary power anywhere than can

separately, secretly, and of its single choice disturb the peace of the world; or, if it cannot be presently destroyed, at the least its reduction to virtual impotence.

II. The settlement of every question, whether of territory, of sovereignty, of economic arrangement, or of political relationship, upon the basis of the free acceptance of that settlement by the people immediately concerned, and not upon the basis of the material interest or advantage of any other nation or people which may desire a different settlement for the sake of its own exterior influence or mastery.

III. The consent of all nations to be governed in their conduct toward each other by the same principles of honor and of respect for the common law of civilized society that govern the individual citizens of all modern states in their relations with one another; to the end that all promises and covenants may be sacredly observed, no private plots or conspiracies hatched, no selfish injuries wrought with impunity, and a mutual trust established upon the handsome foundation of a mutual respect for right.

IV. The establishment of an organization of peace which shall make it certain that the combined power of free nations will check every invasion of right and serve to make peace and justice the more secure by affording a definite tribunal of opinion to which all must submit and by which every international readjustment that cannot be amicably agreed upon by the peoples directly concerned shall be sanctioned.

These great objects can be put into a single sentence. What we seek is the reign of law, based upon the consent of the governed and sustained by the organized opinion of mankind.

These great ends cannot be achieved by debating and seeking to reconcile and accommodate what statesmen may wish with their projects for balances of power and of national opportunity. They can be realized only by the determination of what the thinking peoples of the world desire, with their longing hope for justice and for social freedom and opportunity.

I can fancy that the air of this place carries the accents of such principles with a peculiar kindness. Here were started forces which the great nation against which they were primarily directed at first regarded as a revolt against its rightful authority, but which it has long since seen to have been a step in the liberation of its own people as well as of the people of the United States; and I stand here now to speak—speak proudly and with confident hope—of the spread of this revolt, this liberation, to the great stage of the world itself! The blinded rulers of Prussia have roused forces they knew little of—forces which, once roused, can never be crushed to earth again; for they have at their heart an inspiration and a purpose which are deathless and of the very stuff of triumph!

LIKE WASHINGTON.

(Recitation For a Very Little Boy.)

I think I'll be like Washington, As dignified and wise; Folks always say a boy can be A great man if he tries.	And then, perhaps, when I am old, People will celebrate The birthday of John Henry Jones, And I shall live in state.
---	---

John Henry Jones is me, you know,
 Oh, 'twill be jolly fun
 To have my birthday set apart,
 Like that of Washington.

STATE OF MARYLAND

SOMETHING BETTER.

(For a Very Little Girl.)

I cannot be a Washington,
However hard I try,
But into something I must grow
fast as the days go by.

The world needs women good and
true,
I'm glad I can be one,
For that is even better than
To be a Washington.

—Clara J. Denton.

ODE FOR WASHINGTON'S BIRTHDAY.

OLIVER WENDELL HOLMES.

(Recitation.)

Welcome to the day returning,
Dearer still as ages flow;
While the torch of faith is burning,
Long as Freedom's altars glow.
See the hero that it gave us
Slumbering on a mother's breast,
For the arm he stretched to save
us,
Be its morn forever blest!

Hear the tale of youthful glory
While of Britain's rescued band;
Friend and foe repeat the story,
Spread his fame o'er sea and
land.
Where the red cross, proudly
streaming,
Flaps above the frigate's deck,
Where the golden lilies gleaming
Star the watchtower of Quebec.

Look! the shadow on the dial
Marks the hour of deadlier strife;
Days of terror, years of trial,
Scourge a nation into life.
Lo, the youth became the leader!
All her baffled tyrants yield!
Through his arm the Lord has
freed her,
Crown him on the tented field.

Vain is empire's mad temptation—
Not for him an earthly crown;
He whose sword hath freed a nation
Strikes the offered scepter down.
See the throneless conqueror seated,
Ruler by a people's choice;
See the patriot's task completed;
Hear the father's dying voice.

By the name that you inherit,
By the sufferings you recall,
Cherish the fraternal spirit,
Love your country first of all.
Listen not to idle questions,
If its bands may be untied;
Doubt the patriot whose suggestions
Whisper that its props may slide.

Father! we whose ears have tingled
With the words of doubt and
shame;
We, whose sires their blood have
mingled
In the battle's thunder-flame;
Gathering, while this holy morning
Lights the land from sea to sea;
Hear thy counsel, heed thy warning,
Trust us, while we honor thee.

MARYLAND DAY.

Tuesday, March 25, 1919.

TOPIC: MARYLAND'S WAR ACTIVITIES.

SUGGESTIVE PROGRAM.

1. Song—"The Star-Spangled Banner," followed by Flag Salute or Drill.....School
2. Reading—"The Maryland Council of Defense".....Boy Pupil
3. Reading—"The Women's Section, Maryland Council of Defense" Girl Pupil

4. Song—"Over There".....	School
5. Reading—"Maryland's Contribution to the Army".....	Pupil
6. Reading—"The Home Guard".....	Pupil
7. Song—"Keep the Home Fires Burning".....	School
8. Reading—"What Maryland has Accomplished Through its Council of Defense".....	Pupil
9. Essay—"My Country's Contribution to the Winning of the War".....	Pupil
10. Essay—"How our School is Helping".....	Pupil
11. Song—"Pack Up Your Troubles".....	School
12. Reading—"The Red Cross in War".....	Pupil
13. Recitation—"Youth Speaks to Youth".....	Two Small Pupils
14. Song—"There's a Long, Long Trail".....	School
15. Reading—"The Kaiser and Lincoln Contrasted in Letters to Sorrowing Mothers".....	Pupil
16. Reading—"The President's Proclamation to the School Children".....	Pupil
17. Address by the Teacher, a Patron, or Friend of the School.	
18. Song—"Maryland, My Maryland".....	School

THE MARYLAND COUNCIL OF DEFENSE.

The General Assembly of Maryland, in extraordinary session in June, 1917, called by the Governor for the consideration of measures made necessary by the war, enacted Chapter 24, entitled an Act creating and providing for the Maryland Council of Defense, and prescribing its powers and duties, placing its membership at not more than fifty and limiting its term of office to the duration of the present war and for such period of time thereafter as the Governor may deem necessary for the welfare of the State. The General Assembly placed the main work in the hands of an Executive Committee of five members, to which were added the Comptroller of the Treasury and the State Treasurer when the disbursement of moneys of the State was involved. This Executive Committee has worked as a body of seven members, requiring a quorum of four, and at most of its meetings have been present the Governor, the Attorney-General and the Adjutant-General who, while they had no vote, took active part in the proceedings. There have been general meetings of all the members of the Council from time to time, at which reports have been made of the proceedings of the Executive Committee, which have been duly approved by them.

The General Assembly in the same extraordinary session, in June, 1917, enacted Chapter 3, authorizing the creation of a State debt of \$1,000,000 for the defense of the State in the present war, to be used by the Executive Committee by and with the sanction and approval of the Governor. The purposes of the debt thus authorized were stated in 14 paragraphs of the Act. These purposes had been developed by the Preparedness and Survey Commission appointed by the Governor in February, 1917, which Commission also suggested the legislation which created the Maryland Council of Defense. Its members, with some additions, became the members of the Maryland Council of Defense, so there has been continuity of the war work of the State since February.

The Executive Committee of the Maryland Council of Defense has, therefore, to report, first, an account of its expenditures to December 31, 1917. The money expended was realized from the sale of \$500,000 of the \$1,000,000 of the certificates of its indebtedness, appropriated by the General Assembly in extraordinary session in June, 1917, which were sold at par, dated the 15th day of August, 1917, bearing interest at the rate of 4 per cent. per annum, payable semi-annually, principal payable on the 15th day of August, 1918.

The Council held its first meeting July 11, 1917, and elected officers and the Executive Committee of five:

Gen. Carl R. Gray.

Gen. Francis E. Waters.

Mr. Frank A. Furst.

Mr. Stevenson A. Williams.
Judge Hammond Urner.
Hon. Hugh A. McMullen, State Comptroller.
Hon. John M. Dennis, State Treasurer.

At a subsequent meeting, held on the same day, the Executive Committee organized, with Gen. Carl R. Gray, chairman. At a later meeting Gen. Francis E. Waters was elected vice-chairman. There have been no changes in the membership of this committee, but by reason of a high call from his country, General Gray was obliged to resign the position of chairman, and Gen. Francis E. Waters was appointed by Governor Harrington to succeed him. Mr. Frank A. Furst was elected vice-chairman. The members of the committee serve without pay, and the members who reside outside of Baltimore city declined to accept their traveling expenses.

THE WOMEN'S SECTION, MARYLAND COUNCIL OF DEFENSE.

Realizing the importance of co-operative and organized effort on the part of the women of Maryland in war emergency work, His Excellency, Governor Emerson C. Harrington, on the 10th day of April, 1917, appointed the Women's Preparedness and Survey Commission, composed of 26 women active in public life, to be a State Commission, and on May 3, 1917, appointed five women in each County as a County Commission.

On June 27th, the General Assembly of Maryland, by statute, created the Maryland Council of Defense and the Women's Preparedness and Survey Commission then became the Women's Section—Maryland Council of Defense, with Mrs. Edward Shoemaker as Chairman.

On June 21, 1917, this body became the Maryland Division of the Woman's Committee of the Council of National Defense, of which Dr. Anna Howard Shaw is Chairman.

THE OBJECTS.

The objects for which the Council was created are:

- (1) To consider all problems relating to women and their work which may arise during the war.
- (2) To co-ordinate the work and develop the resources of the women of Maryland in order to secure the highest efficiency for war work.
- (3) To ascertain and report the patriotic work now being done by women and women's organizations.
- (4) To furnish a direct and speedy channel between the various departments of the Federal and State Governments and the women of Maryland.

The Council is a clearing-house for all organizations and for the work of all individuals throughout the State.

All organizations and individuals desiring to participate in patriotic work are requested to affiliate with the Section or Sections of the Council to which their past efforts and experience enables them to give the most efficient service.

MARYLAND'S CONTRIBUTION TO THE ARMY.

(By a Boy Pupil in Military Costume.)

When the United States declared that a State of War existed with the German Empire, the State of Maryland had a National Guard composed of the First, Fourth and Fifth Regiments of Infantry, Troop A, Cavalry, one company of Coast Artillery, one battery of Field Artillery, a Separate Company of Infantry, colored, one Field Hospital unit, one Ambulance Company and four Divisions of Naval Militia. After the entrance of this country into the war, there was organized in addition to the above three companies of Coast Artillery and two batteries of Field Artillery. All of these troops, together with Brigade Headquarters, were called into the service of the United States and are now most all in France with the exception of the Naval Militia, which is on duty in various parts of this country and abroad.

The Government decided upon raising the Army by a Selective Draft, and the Selective Service Law was passed by Congress and approved by the President on May 18, 1917. Since that time the Army has been raised principally through the operation of this law, and the State of Maryland has contributed through the National Guard, volunteers, and the Selective Service Law between 45,000 and 50,000 men. The operation of the Selective Service Law is carried on within the State through the office of the Adjutant-General, who is the Executive Officer under the Selective Service Law for the State. This law is administered through the Local Boards and District Boards. The Local Boards are composed of citizens, residents of the community for which the Board has jurisdiction, and the District Board is also composed of citizens from the area under its jurisdiction. There are no military officers on either Local or District Boards.

The registrants are classified in accordance with the circumstances surrounding each case, and only those who have been placed in Class 1 have been called to the colors, with the exception, in a few instances, of men of special qualifications who have volunteered. The wisdom of such a system of raising an army has been demonstrated by the smoothness with which the Selective Service Law has worked, and by the patriotic response from every quarter of our country.

The age limit under the original law was from 21 to 31 years, and there is now pending before Congress a bill which will change these age limits to 18 and 45 years, provided this bill passes, and becomes a law.

THE HOME GUARD.

When the National Guard was called into the service of the United States, the State of Maryland was without troops and the Legislature, in extraordinary session of 1917, authorized the organization of the Maryland State Guard to be composed of not exceeding one thousand officers and men.

There has been organized in the State of Maryland one Regiment of Infantry and known as the Second Infantry, Maryland State Guard. The headquarters of this regiment is in Baltimore, and it is at present composed of about eight hundred officers and men.

The officers are commissioned by the Governor, and the men are enlisted for a period of three years, the same as in the case of the National Guard, but service in the Maryland State Guard does not exempt the members from being called under the Selective Service Law.

This regiment is commanded by Colonel Clinton L. Riggs.

WHAT MARYLAND HAS ACCOMPLISHED THROUGH ITS COUNCIL OF DEFENSE.

1. For Camp Meade there has been expended more than \$200,000.
2. Measures have been taken to insure proper health and moral conditions in the camp zone. This includes special police and special health inspectors.
3. On the military, over \$160,000 has been spent, including \$60,000 for armories and an armory site.
4. A farm of 556.93 acres, costing \$57,000, was purchased for the House of Correction. Other appropriations to the Board of Prison Control amounted to \$6,671.
5. In 1917 there was spent nearly \$50,000 for guarding the water works of Baltimore city, and \$50,000 more has been appropriated for 1918.
6. Maryland was one of the three States to have a military enrollment of its citizens. The cost of the census in Maryland was less than in other States.
7. There has been spent for agriculture and for farm labor \$32,073.87.
8. For fish hatcheries \$5,000 has been appropriated.
9. The Compulsory Work Law was established, being the first of its kind in America.

STATE OF MARYLAND

10. Under the committee State-wide campaigns were conducted, including those against waste from unsold bread, curtailing delivery service of stores, securing greater safety from fire, aiding recruiting and other services requested by the Government.

11. The Educational Committee is conducting a State-wide campaign in line with the plans of the National Council for informing the people on the issues, needs and duties of the war.

12. The Executive Committee has appointed two field directors to strengthen the Council's organization throughout the State, and stimulate the work of all war agencies. Maryland initiated this plan, and it has been adopted by the National Council.

13. Under the committee there was a milk-cost survey, the first made in Maryland.

14. The committee has promptly acted in the 78 official bulletins from the Council of National Defense.

15. There are three allied organizations financed by the Executive Committee. The Women's Section is probably the most efficient body of its kind in America. The Colored Division is regarded as one of the best of all the organizations of that race connected with the war. Under the Colored Division is a Women's Section, also completely organized and drawing its support from the Maryland Council.

16. Maryland was first to provide a hospital train.

17. Maryland was first to handle labor problems of canneries and farms and to purchase tractors to help the farmers. It also purchased seed wheat for testing, and sold it to farmers at cost on credit.

18. The law creating the Maryland Council of Defense has been used as a model by other States.

19. The Executive Committee performed confidential services that aided in the location of important enterprises in Maryland.

20. More than 40,000 pieces of mail, letters, announcements and council publications have been distributed.

21. The administration expenses of the Council have been less than \$100 per week, including rent, telephone, postage and salaries of Secretary, Treasurer and stenographer.

22. The Executive Committee has held regular weekly meetings since its organization, July 11.

THE RED CROSS IN WAR.

(By a Girl in Costume.)

Once more the Red Cross was to be on a National war basis, as it had not been since the Spanish War. But with what a difference this time! Those years between the wars had been spent in organizing; in building up a Nursing Service whereby thousands of the best professional nurses were ready to answer the challenge of their country; in studying hospital methods and ambulance service of our allies; and more than all, it had been learned that the work of the Red Cross is not merely on the field of battle, but in building up strong men and women to work for their country. So when we entered this war the Red Cross took upon itself, along with its hospital and ambulance service, the duty of caring for the families of those left behind—of seeing that they were properly clothed, fed, and housed in order that the children of these families might not be neglected, but might grow up into strong and healthy men and women.

But before this work could be done and the much needed supplies shipped, money must be raised to pay for it all—so much money that we can hardly grasp what the figures mean. A campaign of one week was planned during which the Red Cross War Council was to raise \$100,000,000. Telephone and telegraph wires began to hum with the requests of committees in every part of the United States. Men left important positions to offer their services to the Red Cross campaign. Artists, the best in the country, gave their time and effort in designing the many posters you saw in the streets and shop windows. Cities vied with each other in novel ways of advertising. Buffalo sent its contribution to Washington in an

aeroplane. In Ohio one woman sold a hen and a dozen eggs at auction for \$2,002 by advertising that the money was for Red Cross. A descendant of Betsy Ross made a flag that sold for \$500. Thousands of working men gave a day's pay. And so it went all over the country. At least one-half of the cities raised more than had been asked of them, and the total sum raised was far more than had been asked for.

Not only must money be raised but people everywhere must be interested in working. It is not enough to give your membership fee and think your part is done. Since February of this year the membership of the Red Cross has grown from 400,000 to 5,000,000—it is more than ten times larger now than it was in February. Think what that means—5,000,000 people to be set to work. Many of these people volunteered their entire services to the Red Cross.

The best thing about the Red Cross is that it takes in everyone, men and women of all nations and creeds, and now with its Junior Membership it may include every boy and girl in America. It is one big club, including people of every nation instead of just Americans, banded together by a common purpose. Its work is what we call "social service work"—that is, it is work done by some members of our big human family who are in more fortunate circumstances, for others of the same human family who need help. If everyone worked, each for himself, we would waste time and effort, but by working together, each doing that for which he is best fitted, we make a whole body that can accomplish much. The help of each one is needed in any kind of social service. As an engine will not run smoothly if one little part is lacking, as a dynamo will not work if the contact is not established, so the help of each boy and girl is needed to make this big Red Cross run well.

How can I help? you ask. What kind of social service can I give? Did you ever wonder where the money comes from that does all this work? It comes largely from the memberships that each person pays as he joins the Red Cross. Boys and girls who join through their schools will know what this means. The Red Cross wants your help in money when you can give it, but in any case it needs your work. When you are working for the Red Cross in your school and wear a Red Cross button that shows you are a member, you will be proud to think that you are working under the same badge worn by the soldiers and nurses at the front—the button that means wherever you see it that the wearer is making a sacrifice for "social service."

You can work too by telling other people what the Red Cross is, what it means to the men abroad, what it means to families here, and what it means to you. Start out today by telling mother and father and asking them if they belong to the American Red Cross. See how many people you can tell about it every day. Then they in turn will tell others and you will be a real Red Cross Campaigner.

Every true American must want to help win the war. Your fathers and brothers may be fighting. You can't fight yet, but that doesn't mean you can't help win the war. The Red Cross stands as the first aid to our Government; our President is also President of the Red Cross; our army works with the Red Cross; our Congress has recognized the Red Cross as the only relief organization that receives its special protection and can render it special aid. In short, the Red Cross has the confidence and support of the United States—of our native land—in every way. The last proof of this is the beautiful marble building in Washington, a memorial to the Heroic Women of the Civil War, built by the United States Government and some patriotic private citizens and dedicated to the use of the American Red Cross. To be a member—Senior or Junior—of the Red Cross is to be part of a big movement with big ideals—the ideals of Florence Nightingale, of Henri Dunant, Clara Barton, Dorothea Dix, as well as the ideals for which our country is fighting today.

When you wear the Red Cross button you are showing yourself a true, high-hearted, patriotic American boy or girl. You are helping your father, your big brother, to win the war.

STATE OF MARYLAND

YOUTH SPEAKS TO YOUTH.

(By two pupils, one dressed to represent America; the other, France.)

From an American Student to the Girls of France:

To you, there in the van,
Stronging hundreds of France,
Who through dark mists march to the light,
Forging a way toward the new dawning—

We come, we, the recruits,
Adding strength to your strength—
Youth to your youth—
That when the mists clear and dawn lightens the wreck of the world,
We may join in rebuilding.

A French Girl Replies:

It was only a little river, almost a brook; it was called the Yser. One could talk from one side to the other without raising one's voice, and the birds could fly over it with one sweep of their wings. And on the two banks there were millions of men, the one turned toward the other, eye to eye. But the distance which separated them was greater than the stars in the sky; it was the distance which separates right from injustice.

The ocean is so great that the sea gulls do not dare to cross it. During seven days and seven nights the great steamships of America, going at full speed, drive through the deep waters before the lighthouses of France come into view; but from one side to the other hearts are touching.

(These messages were really sent across the Atlantic Ocean by
an American and a French girl.)

THE KAISER AND LINCOLN CONTRASTED IN LETTERS TO SORROWING MOTHERS.

A New York *Times* correspondent sends from Paris the text of a letter written by the Kaiser to a German woman who has lost nine sons in the war which is now going the rounds of the European press. It is particularly interesting to Americans because of its sharp contrast to the famous letter of President Lincoln to Mrs. Bixby during the American Civil War. The two letters follow:

THE KAISER'S LETTER.

"His Majesty, the Kaiser, hears that you have sacrificed nine sons in defense of the Fatherland in the present war. His Majesty is immensely gratified at the fact, and in recognition is pleased to send you his photograph, with frame and autograph signature."

Frau Meter, who received the letter, has now joined the street beggars in Delmenhors-Oldenburg, to get a living.

LINCOLN'S LETTER.

"Dear Madam—I have been shown in the files of the War Department a statement of the Adjutant General of Massachusetts that you are the mother of five sons who have died gloriously on the field of battle. I feel how weak and fruitless must be any words of mine which should attempt to beguile you from the grief of a loss so overwhelming. But I cannot refrain from tendering to you the consolation that may be found in the thanks of the Republic they died to save. I pray that our Heavenly Father may assuage the anguish of your bereavement and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom."

PRESIDENT WILSON'S PROCLAMATION TO THE
SCHOOL CHILDREN.

To the School Children of the United States:

A PROCLAMATION.

The President of the United States is also President of the American Red Cross. It is from these offices joined in one that I write you a word of greeting at this time when so many of you are beginning the school year.

The American Red Cross has just prepared a Junior Membership with School Activities in which every pupil in the United States can find a chance to serve our country. The school is the natural center of your life. Through it you can best work in the great cause of freedom to which we have all pledged ourselves.

Our Junior Red Cross will bring to you opportunities of service to your community and to other communities all over the world and guide your service with high and religious ideals. It will teach you how to save in order that suffering children elsewhere may have the chance to live. It will teach you how to prepare some of the supplies which wounded soldiers and homeless families lack. It will send to you through the Red Cross Bulletins the thrilling stories of relief and rescue. And best of all, more perfectly than through any of your other school lessons, you will learn by doing those kind things under your teachers' direction to be the future good citizens of this great country which we all love.

And I commend to all school teachers in the country the simple plan which the American Red Cross has worked out to provide for your co-operation, knowing as I do that school children will give their best service under the direct guidance and instruction of their teachers. Is not this perhaps the chance for which you have been looking to give your time and efforts in some measure to meet our national needs?

(Signed) WOODROW WILSON,
President.

September 15, 1917.

ARBOR DAY.

(Date to be Designated by the Governor. Usually First or Second Friday in April.)

SUGGESTIONS BY THE STATE FORESTER.

The accomplishment of two purposes should be sought in the Arbor Day Exercises:

1st: To inculcate a love of trees and to teach the valuable uses they serve in giving comfort and attractiveness to our surroundings and in supplying a multitude of needs of our daily and industrial life.

2nd: To secure some tangible results in the planting of one or more trees, or in improving the condition of some that are in need of special attention in the way of trimming or doctoring.

This year the tree planting might well be given a patriotic setting by calling it "The Liberty Tree," or dedicating it to some local or national hero of the war.

ARBOR DAY PROGRAM.

Song—"America"	The School
Reading—"The Governor's Proclamation".....	The Teacher
Recitation—"Arbor Day Workers"	A Pupil
Reading—"Trees"	A Pupil
Recitation—"Trees of the Fragrant Forest".....	Six Pupils

Address of the Day.

Recitation—"The Little Tree".....	A Small Pupil
Quotations from Authors.....	To be recited or read by Pupils
Reading—"State Flower Proclamation".....	Pupil
Planting the Tree.....	By a School Committee

(*Planting the Tree.*—A straight, sturdy tree, of suitable size and kind should be ready. The species to select will depend upon the conditions of the soil and the amount of space available. A nursery-grown tree is preferable to wild stock, but the species should be one that is known to grow well in the vicinity. A hole should be dug of sufficient size to accommodate the roots without crowding, leaving plenty of room for good, rich loam to take the place of the poorer soil removed. Trees should be planted only where they can be protected and will receive proper care. Be careful that the roots do not become dry before planting. Hold the tree upright, fill the soil firmly about the root, using plenty of water to settle the earth, and be sure that every root is firmly embedded. The tree should be set so that when planted it will be about two inches lower than it grew in the nursery. The tree should then be surrounded by a tree guard or strong stakes, to which it is attached by pieces of hose or rubber-covered wire to prevent chafing when swayed by the wind.)

ARBOR DAY WORKERS.

An acorn was dropped by a gay little squirrel

As he scampered along on his way;

Oh, say, did he know he had planted a tree,

Doing his part to keep Arbor Day?

From the bill of a robin, a cherry stone dropped;

That stone to a cherry tree grew.

Said the bird, "Tho' the season for Arbor Day's past

I wish you would count me in, too."

And the gay wind had scattered full many a seed

He had gathered in frolicsome play;

He shouted, "Oh, what would you do without me,

To help you keep glad Arbor Day?

"I tumble the apples and peaches all down,

The pears and the plums that you see;

I know that they are hiding full many a seed

Which will grow to a beautiful tree."

And all the children together exclaimed,

"We wish to help, too, if you please—

To help the dear birds and the squirrels and the wind

In planting the beautiful trees."

—Selected.

TREES.

(Reading.)

Trees are the arms of Mother Earth lifted up in worship of her Maker. Where they are, beauty dwells; where they are not, the land is ugly, though it be rich, for its richness is but greasy fatness and its gaudy raiment is but cheap imitation of forest finery.

Trees are the shelter of man, beast and bird; they furnish the roof above us, the shade about us and the nestling places of love and song. They call children out to play; they entice sweethearts into leafy coverts to seal their vows with fond caresses; they console and gratefully reward old age. They are the fittest ornaments of wealth and the inalienable possessions of the poor who can enjoy them without having title to them. They are the masts that fly the flags of all nations and the sails of all seas; they are the timbers that bridge forbidding streams; they bear the wires of the world's intelligence; they hold the rails that carry the traffic of the continents; they are the carved and polished furnishings of the home; they cradle the young and coffin the dead.

Trees are Nature's prime sources of food; their fruits and nuts gave sustenance to the first tribes of men, and are the sweetest and most nourishing of the earth's products.

Trees herald the spring with glorious banners of leaf and bloom; they clothe the autumn in garments of gold and royal purple; bared to the winter's cold, they are the harp of the winds and they whisper the music of the infinite spaces.

Before the earth could be peopled, it was set thick with trees; and when man has run his course and the race we know has disappeared in the completeness of its mission or perishes in the destruction of its trees, the earth will spring up again with new forests to shelter and sustain a new race of men and beasts and birds to work out a greater destiny. Perhaps if we are wise enough to replenish our wasting forests and to make ourselves worthy of the gift of trees, we may be permitted to accomplish that greater destiny which the Mighty Forester, the Prefect Orchardist, the Loving Father, requires in the fulfillment of His sublime purpose.

—CLARENCE OUSLEY.

TREES OF THE FRAGRANT FOREST.

(For seven children. As they take their places upon the stage, those in the seats recite the first stanza.)

Trees of the fragrant forest,
With leaves of green unfurled;
Through summer's heat, through winter's cold,
What do you do for our world?

First—

Our green leaves catch the raindrops
That fall with soothing sound,
Then drop them slowly, slowly down.
'Tis better for the ground.

Second—

When rushing down the hillside,
A mighty freshet forms;
Our giant trunks and spreading roots
Defend our happy homes.

Third—

From burning heat in summer,
We offer cool retreat,
Protect the land in winter's storm
From cold, and wind, and sleet.

Fourth—

Our falling leaves in autumn,
By breezes turned and tossed,
Will make a deep sponge carpet warm
Which saves the ground from frost.

Fifth—

We give you pulp for paper,
Our fuel gives you heat;
We furnish lumber for your homes,
And nuts and fruit to eat.

Sixth—

With strong and graceful outline,
With branches green and bare,
We fill the land through all the year
With beauty everywhere.

All—

So listen from the forest,
Each one a message sends
To children on this Arbor Day,
"We trees are your best friends."

—*Primary Education.*

STATE OF MARYLAND

THE LITTLE TREE.

In the heart of a seed,
Buried deep, so deep!
A dear little tree
Lay fast asleep!

“Wake!” said the sunshine,
“And creep to the light!”
“Wake!” said the voice
Of the raindrops bright.

The little tree heard
And it rose to see
What the wonderful
Outside world might be!

—Adapted.

QUOTATIONS FROM AUTHORS.
(By different pupils.)

FIRST PUPIL.

“The groves were God’s first temples ere man learned
To hew the shaft, and lay the architrave
And spread the roof above them—ere he framed
The lofty vault, to gather and roll back
The sound of anthems—in the darkling wood,
Amidst the cool and silence, he knelt down
And offered to the Mightiest solemn thanks and supplications.”

—Bryant.

SECOND PUPIL.

“I shall speak of trees, as we see them, love them, adore them in the fields where they are alive, holding their green sunshades over our heads, talking to us with their hundred thousand whispering tongues, looking down on us with that sweet meekness which belongs to huge but limited organisms—which one sees most in the patient posture, the outstretched arms, and the heavy drooping robes of these vast beings, endowed with life, but not with soul—which outgrow us and outlive us, but stand helpless, poor things—while nature dresses and undresses them.”

—Holmes.

THIRD PUPIL.

“Give fools their gold and knaves their power;
Let fortune’s bubbles rise and fall;
Who sows a field, or trains a flower,
Or plants a tree, is more than all.
For he who blesses most is blest;
And God and man shall own his worth;
Who toils to leave as his bequest
An added beauty to the earth.”

—Whittier.

FOURTH PUPIL.

“There is something nobly simple and pure in a taste for the cultivation of forest trees. It argues, I think, a sweet and generous nature to have this strong relish for the beauties of vegetation, and this friendship for the hardy and glorious sons of the forest. There is a grandeur of thought connected with this part of rural economy. . . . He who plants an oak looks forward to future ages, and plants for posterity. Nothing can be less selfish than this.”

—Irving.

FIFTH PUPIL.

"What conqueror in any part of 'Life's broad field of battle' could desire a more beautiful, a more noble, or a more patriotic monument than a tree planted by the hands of pure and joyous children, as a memorial of his achievements?"

—*Lossing.*

SIXTH PUPIL.

"Oh! Rosalind, these trees shall be my books,
And in their barks my thoughts I'll character,
That every eye which in this forest looks,
Shall see thy virtue witnessed everywhere."

—*Shakespeare.*

SEVENTH PUPIL.

"There is something unspeakably cheerful in a spot of ground which is covered with trees, that smiles amidst all the rigors of winter, and gives us a view of the most gay season in the midst of that which is the most dead and melancholy."

—*Addison.*

EIGHTH PUPIL.

"As the leaves of trees are said to absorb all noxious qualities of the air, and to breathe forth a purer atmosphere, so it seems to me as if they drew from us all sordid and angry passions, and breathed forth peace and philanthropy."

—*Irving.*

NINTH PUPIL.

"I care not how men trace their ancestry,
To ape or Adam; let them please their whim;
But I, in June, am midway to believe
A tree among my far progenitors,
Such sympathy is mine with all the race,
Such mutual recognition vaguely sweet
There is between us."

—*Lowell.*

TENTH PUPIL.

"Trees have about them something beautiful and attractive even to the fancy. Since they cannot change their plan, are witnesses of all the changes that take place around them; and as some reach a great age, they become, as it were, historical monuments, and, like ourselves, they have a life growing and passing away, not being inanimate and unvarying like the fields and rivers. One sees them passing through various stages, and at last, step by step, approaching death, which makes them look still more like ourselves."

—*Humboldt.*

ELEVENTH PUPIL.

"Summer or winter, day or night,
The woods are an ever new delight;
They give us peace, and they make us strong,
Such wonderful balms to them belong;
So, living or dying, I'll take my ease
Under the trees, under the trees."

—*Stoddard.*

TWELFTH PUPIL.

Plant Trees.

"The young should plant trees in recognition of the obligations they owe to those who planted trees for them. The old should plant trees to

illustrate their hope for the future, and their concern for those who are to come after them. The economist should plant trees, especially in the prairie country, and beautify the landscape and ameliorate the sweep of the north wind. And as we plant trees on Arbor Day a kindred feeling to that experienced on the Fourth of July should possess us. For the time being we are one in mind; we are one people engaged in something to do good to mankind."

—Wilson.

STATE FLOWER PROCLAMATION.

STATE DEPARTMENT.

Whereas, the General Assembly of Maryland, at its January Session, 1918, enacted a law, to wit: Chapter 458 of the Acts of the General Assembly of Maryland of 1918, which said law duly and legally adopted the Rudbeckiahirta, commonly known as the Black-Eyed Susan, as the flower emblem of the State of Maryland; and

Whereas, by said law the Governor is empowered and directed to declare by proclamation that said flower had been so duly and legally adopted as the floral emblem of the State;

Now, Therefore, I, Emerson C. Harrington, Governor of the State of Maryland, acting under the authority and direction contained in said act of Assembly, do by this, my proclamation, hereby declare and proclaim the said Rudbeckiahirta, commonly known as the Black-Eyed Susan, the duly and legally adopted flower of the State of Maryland.

Given under my hand and the Great Seal of the State
(The Great of Maryland.

Seal.) Done at the City of Annapolis this twentieth day of July, in the year of our Lord, one thousand nine hundred and eighteen.

EMERSON C. HARRINGTON.

By the Governor:

THOMAS W. SIMMONS,
Secretary of State.

PEACE DAY.

MAY 18, 1919.

(Exercises in the Public Schools to be held Friday, May 16, 1919.)

(*To the teacher*: Subject-matter is here presented from which the teacher will arrange an appropriate program. A pageant follows, which may be used in connection with this material, or substituted for a part of it, at the option of the program committee.)

SUGGESTIONS, BY MRS. FANNIE FERN ANDREWS,
Secretary American School Peace League, Boston.

The first Hague Conference opened on May 18, 1899, and for more than a decade before the beginning of the war, 1914, this day—called the Eighteenth of May, Peace Day, International Day, or Hague Day—has been observed in the schools of this country and of other countries. The importance of the Hague Conferences as an institution for promoting international justice is universally recognized. The permanency of these conferences finds an important place in all the programs for a durable peace, and the anniversary of the opening of the first Hague Conference, the starting point and the centre of international law and order, may appropriately continue to be observed during the world war.

"There comes a time when people must stand up to be counted, or, more elegantly expressed, when they must confess their faith in public, and it would seem that the present is a time when those who believe in the

wisdom and in the efficacy of the Hague Conventions should give public expression to their belief.

"The United States welcomed the call to a conference issued by Nicholas II, the Czar of all the Russians, and the American delegates to the First Hague Conference, under the leadership of the Honorable Andrew D. White, were not the least influential in negotiating the Convention for the pacific settlement of international disputes, at a time when it seemed likely to fail, and which, when negotiated, justified the call of the Conference.

"Secretary of State Hay's instructions to the American delegates contained a brief history of the peace movement in America and positive directions to secure the establishment of a Permanent Court of Arbitration.

"The United States not merely welcomed the call to the second Hague Conference, but grew weary of waiting for the call which did not come. It therefore sounded the Governments, twenty-six in number, represented at the first conference, as to their willingness to attend a second conference, suggested the broad outlines of a program, and expressed 'the President's desire and hope that the undying memories which cling about The Hague as a cradle of the beneficent work which had its beginning in 1899 may be strengthened by holding a second peace conference in that historical city.' The replies to the circular instruction, dated October 21, 1904, were uniformly favorable and, the war between Japan and Russia being brought to an end by the good offices of the President of the United States, who had recently proposed to the Powers the meeting of a second conference, steps were taken by Russia immediately after the signing of the treaty of Portsmouth on September 6, 1905, to arrange for that second conference whose meeting had already been assured by the President of the United States.

"Through the tactful intervention of Mr. Root, who had succeeded Mr. Hay as Secretary of State upon his untimely death, a method was devised allowing non-signatory states to adhere to the acts of the first conference, and through Secretary Root's wisdom, foresight and initiative, all American states were invited to send delegates to the second conference instead of the three American republics alone invited to the first.

"Secretary Root's instructions to the American delegates to the second conference show the same interest in that august assembly, and the desire for positive results tending to preserve the peace of the world, as did the instructions of his illustrious predecessor.

"The American delegates to the second conference, under the leadership of the Honorable Joseph H. Choate, were not the least influential in securing the acceptance in principle of the Court of Arbitral Justice, a court to be composed of permanent judges acting under a sense of judicial responsibility, to be established alongside of the so-called Permanent Court of the First Conference, due in such large measure to the efforts of the American delegation at that conference.*

*From Introduction to "Instructions to the American Delegates to the Hague Peace Conferences and their Official Reports," by James Brown Scott.

THE HAGUE CONFERENCES.

1. *The First Hague Conference* met at The Hague, May 18, 1899. It was called by the Czar of Russia.

Twenty-six nations were represented.

Its object was, in the words of the Russian Emperor, to consider "the maintenance of general peace, and a possible reduction of the excessive armaments which weigh upon all nations."

What the First Hague Conference did:

- (1) Adopted new rules of war.
- (2) Established a complete code on the subject of good offices, mediation and arbitration.
- (3) Established the International Court of Arbitration, which has settled fifteen important cases.
- (4) Established the International Commission of Inquiry.

2. *The Second Hague Conference* met at The Hague, June 15, 1907. It was called by the Czar of Russia, and proposed in the first instance by the President of the United States.

Forty-four nations were represented.

What the Second Hague Conference did:

(1) Endorsed and developed the work of the First Hague Conference.

(2) Provided for periodic world conferences.

3. *The Third Hague Conference* was to have met about the year 1915. This should be called soon after peace is declared.

What the Third Hague Conference should do:

Reaffirm the adherence of the Powers to—

The International Court of Arbitration.

Provide for the establishment of—

An International Court of Justice,

An International Council of Conciliation,

A Permanent International Conference,

A Permanent Continuation Committee.

AN INVOCATION.

From "The Battle Line of Democracy," published by the Committee on Public Information.

That little children may in safety ride
 The strong, clean waters of Thy splendid seas;
 That Anti-Christ be no more glorified,
 Nor mock Thy justice with his blasphemies,
 We come—but not with threats or braggart boasts.
 Hear us, Lord, God of Hosts!

That Liberty be not betrayed and sold,
 And that her sons prove worthy of the breed;
 That Freedom's flag may shelter as of old,
 Nor decorate the shrines of Gold and Greed,
 We come; and on our consecrated sword
 We ask Thy blessing, Lord.

That honor be among those priceless things
 Without which life shall seem of little worth;
 That covenants be not the sport of kings;
 That freedom shall not perish from the earth,
 We come; across a scarred and blood-stained sod,
 Lead us, Almighty God!

—Beatrice Barry.

THE SEARCH-LIGHTS.

From "The Battle Line of Democracy," published by the Committee on Public Information.

("Political morality differs from individual morality because there is no power above the State.")

Shadow by shadow, stripped for fight,
 The lean black cruisers search the sea.
 Night long their level shafts of light
 Revolve, and find no enemy.
 Only they know each leaping wave
 May hide the lightning, and their grave.

And in the land they guard so well
 Is there no silent watch to keep?
 An age is dying, and the bell

Rings midnight on a vaster deep.
But over all its waves, once more,
The search-lights move from shore to shore.

And captains that we thought were dead,
And dreamers that we thought were dumb,
And voices that we thought were fled,
Arise, and call us, and we come;
And "Search in thine own soul," they cry:
"For there, too, lurks thine enemy."

Search for the foe in thine own soul,
The sloth, the intellectual pride,
The trivial jest that veils the goal
For which our fathers lived and died;
The lawless dreams, the cynic Art,
That rend thy nobler self apart.

Not far, not far into the night
These level swords of light can pierce;
Yet for her faith does England fight,
Her faith in this our universe,
Believing Truth and Justice draw
From founts of everlasting law.

Therefore a Power above the State,
The unconquerable Power returns;
The fire, the fire that made her great
Once more upon her altar burns.
Once more, redeemed and healed and whole,
She moves to the Eternal Goal.

—Alfred Noyes.

"The world can be at peace only if its life is stable, and there can be no stability where the will is in rebellion, where there is not tranquillity of spirit and a sense of justice, of freedom, and of right. . . .

"The free, constant, unthreatened intercourse of nations is an essential part of the process of peace and of development. It need not be difficult either to define or to secure the freedom of the seas if the governments of the world sincerely desire to come to an agreement concerning it. . . .

"The statesmen of the world must plan for peace, and nations must adjust and accommodate their policy to it as they have planned for war and made ready for pitiless contest and rivalry."*—Woodrow Wilson.

*From address before United States Senate, on Essential Terms of Peace in Europe (Jan. 22, 1917).

"We shall be the more American if we but remain true to the principles in which we have been bred. They are not the principles of a province or of a single continent. We have known and boasted all along that they were the principles of a liberated mankind. These, therefore, are the things we shall stand for, whether in war or in peace."*—Woodrow Wilson.

*From Second Inaugural Address (March 5, 1917).

"Our object . . . is to vindicate the principles of peace and justice in the life of the world as against selfish and autocratic power, and to set up amongst the really free and self-governed peoples of the world a concert of purpose and of action as will henceforth ensure the observance of those principles. . . .

"We are at the beginning of an age in which it will be insisted that the same standards of conduct and responsibility for wrong done shall be

observed among nations and their governments that are observed among the individual citizens of civilized states. . . .

"A steadfast concert for peace can never be maintained except by a partnership of democratic nations. No autocratic government could be trusted to keep faith within it or observe its covenants. It must be a league of honor, a partnership of opinion. Intrigue would eat its vitals away; the plottings of inner circles who could plan what they would, and render account to no one would be a corruption seated at its very heart. Only free peoples can hold their purpose and their honor steady to a common end and prefer the interests of mankind to any narrow interest of their own."*—Woodrow Wilson.

*From Special Message to Congress, advising that Germany's course be declared war against United States (April 2, 1917).

"I say the heart of the country is in this war because it would not have gone into it if its heart had not been prepared for it. It would not have gone into it if it had not first believed that there was an opportunity to express the character of the United States. We have gone in with no special grievance of our own, because we have always said that we were the friends and servants of mankind. We look for no profit. We look for no advantage. We will accept no advantage out of this war. We go because we believe that the very principles upon which the American Republic was founded are now at stake and must be vindicated."*—Woodrow Wilson.

*From address at Dedication of Red Cross building, Washington (May 12, 1917).

"No people must be forced under sovereignty under which it does not wish to live. No territory must change hands except for the purpose of securing those who inhabit it a fair chance of life and liberty. No indemnities must be insisted on except those that constitute payments for manifest wrongs done. No readjustments of power must be made except such as will tend to secure the future peace of the world and the future welfare and happiness of its peoples.

"And then the free peoples of the world must draw together in some common covenant, some genuine and practical co-operation that will, in effect, combine their force to secure peace and justice in the dealings of nations with one another. The brotherhood of mankind must no longer be a fair but empty phrase; it must be given a structure of force and reality. The nations must realize their common life and effect a workable partnership to secure that life against the aggressions of autocratic and self-pleasing power."*—Woodrow Wilson.

*From Message to the Russian Provisional Government (May 26, 1917).

"We have been given the opportunity to serve mankind as we once served ourselves in the great day of our Declaration of Independence, by taking up arms against a tyranny that threatened to master and debase men everywhere and joining with other free peoples in demanding for all the nations of the world what we then demanded and obtained for ourselves. In this day of the revelation of our duty not only to defend our own rights as a nation, but to defend also the rights of free men throughout the world, there has been vouchsafed us in full and inspiring measure the resolution and spirit of united action. We have been brought to one mind and purpose. A new vigor of common counsel and common action has been revealed in us. We should especially thank God that in such circumstances, in the midst of the greatest enterprise the spirits of men have ever entered upon, we have, if we but observe a reasonable and practicable economy, abundance with which to supply the needs of those associated with us as well as our own. A new light shines about us. The

great duties of a new day awaken a new and greater national spirit in us. We shall never again be divided or wonder what stuff we are made of."*—*Woodrow Wilson.*

*From Thanksgiving Proclamation (November 7, 1917).

"What we demand in this war, therefore, is nothing peculiar to ourselves. It is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and aggression.

"All the peoples of the world are in effect partners in this interest, and for our own part we see very clearly that unless justice be done to others it will not be done to us."*—*Woodrow Wilson.*

*From address to Congress, stating war aims and peace terms of United States (Jan. 8, 1918).

"Peoples are not to be handed about from one sovereignty to another by an international conference or an understanding between rivals and antagonists. National aspirations must be respected; peoples may now be dominated and governed only by their own consent. 'Self-determination' is not a mere phrase. It is an imperative principle of action, which statesmen will henceforth ignore at their peril. We cannot have general peace for the asking, or by the mere arrangements of a peace conference. It cannot be pieced together out of individual understandings between powerful states. All the parties to this war must join in the settlement of every issue anywhere involved in it; because what we are seeking is a peace that we can all unite to guarantee and maintain, and every item of it must be submitted to the common judgment whether it be right and fair, an act of justice, rather than a bargain between sovereigns. . . .

This war had its roots in the disregard of the rights of small nations and of nationalities which lacked the union and the force to make good their claim to determine their own allegiance and their own forms of political life. Covenants must now be entered into which will render such things impossible for the future; and those covenants must be backed by the united force of all the nations that love justice and are willing to maintain it at any cost.

"We believe that our own desire for a new international order under which reason and justice and the common interests of mankind shall prevail is the desire of enlightened men everywhere. Without that new order the world will be without peace, and human life will lack tolerable conditions of existence and development. Having set our hand to the task of achieving it, we shall not turn back.

"I hope that it is not necessary for me to add that no word of what I have said is intended as a threat. That is not the temper of our people. I have spoken thus only that the whole world may know the true spirit of America—that men everywhere may know that our passion for justice and for self-government is no mere passion of words but a passion which, once set in action, must be satisfied. The power of the United States is a menace to no nation or people. It will never be used in aggression or for the aggrandizement of any selfish interest of our men. It springs out of freedom and is for the service of freedom."*—*Woodrow Wilson.*

*From address to Congress, analyzing German and Austrian peace utterances (February 11, 1918).

The great secret of success in life is to be ready when the opportunity comes.—*Disraeli.*

Wise men ne'er sit and bewail their loss,
But cheerly seek how to redress their harms.—*Shakespeare.*

MEADOW LARK'S BALL.

(A Pageant.)

Contributed by Miss M. Theresa Wiedefeld.

This pageant was given at the closing exercises of the Maryland State Normal Elementary School. It is made up of songs which had been learned through the school year, and the simple dances were all suggested by the children to fit the ideas and music of the songs.

The scene was staged on the lawn of the principal's home. A level sward, with a background of trees and bushes, was the stage. The audience was seated on chairs on the driveway and on the grassy slope facing the stage.

The ingenious teacher will have little difficulty in arranging for its production on the grounds of any school in Maryland.

THE MEADOW LARK'S BALL.

Prince Spring walks through the meadow and watches, in the distance, the throng of war workers as they pass along the road.

Hope leads them on, and waits for each to pass by. They are:
 Men—Farmers, soldiers, sailors, business men, professional men.
 Women—Housewives, nurses, Red Cross workers.
 Children carrying hoes and rakes.
 Sorrow—A girl in black robe.

Hope keeps ahead, beckoning to them, until Sorrow comes. Then she stops—it is too much—she drops by the road to rest and watch, and then falls asleep.

When Sorrow has passed, Prince Spring says:

"I came and woke the drowsy world from its silent grip of dreams,
 I called the sleeping flowers, I loosed the frozen streams;
 I brought from wintry wand'ring the robin and the wren,
 I bathed the woods and meadows in sparkling dew again.
 I sent Hope calling through all the dells and bowers,
 I sent Joy dancing to wreath the darkest hours.
 But now I come and find the world is bathed in gloom—
 Hope is lying fast asleep, and Joy can find no room.
 And even though the sky is blue
 And the sun shines brightly, too,
 It doesn't seem the same to me,
 Not near so bright as it ought to be.
 Men talk only of the war,
 They call for soldiers—more and more.
 The women mend, and sew, and knit;
 The little children do their bit.
 There is no room for flowers to grow,
 Beauty gives way to thrift, you know.
 There is no time for dance, or song,
 Or play, in the hearts of the busy throng.
 But hearts grow sad, when they strive and yearn
 And Joy will die and never return."

(Prince Spring ponders for a while.)

"I think I know of a very good plan
 To bring Joy back to the hearts of man.
 The flowers of the field, the birds of the air,
 And the spirits of the wood must do their share.
 They must dance, and sing, and play,
 And keep Joy alive through night and day.
 Then tonight we'll give a merry ball—
 Invite the wood creatures, one and all
 To Meadow Lark's field, to dance and sing,
 And offer greetings to young Prince Spring."
 (Prince Spring goes off. The Stage is clear.)

ACT II.

Wood-pecker runs in, carrying a sign which he hangs on a tree:

THERE WILL BE A BALL
IN MEADOW LARK'S FIELD,
TO GREET PRINCE SPRING
TONIGHT AT SUNDOWN.

One at a time—(1) a bird; (2) a flower; (3) a brownie; and (4) a fairy, appear (from behind the bushes, trees, hedges, rocks, where they are hidden) read the sign, and run back to their hiding places.

Prince Spring arrives, drawn by two meadow larks. (Prince Spring rides in a little cart. We decorated a goat cart with daisies and vines.)

He takes his seat on the throne. The meadow larks stand one on each side of the throne.

From their hiding places come running: First, the birds; second, the flowers; third, the brownies; fourth, the fairies; fifth, the Joy sprites.

As each group arrives they bow before Prince Spring and then take their places on the grass.

The flowers group themselves in a garden bed about the throne.

The birds divide, half going to either side of the throne.

The fairies sit in a group to the left of the throne, and toward the front.

The sprites sit opposite the fairies, and the brownies sit in front, facing the throne.

All sing: "Sweet Spring is Here."—"The Eleanor Smith Music Course," Book Three.

(All are seated but Prince Spring, who says to the guests:)

"My friends, I have called you together tonight to tell you of a great work that is before you.

"Mortals are very busy with a terrible war; they have much to do and much to think. Sorrow, like a great dark stormy cloud, has come to stay among them, and Joy, dear blithesome Joy, has run away to hide.

"Hope led them on as far as she could, but she too, dropped at the sight of Sorrow, and lies sleeping on the hill.

"If we all work together we can awaken Hope, and where Hope goes, Joy will follow.

"Let the blithesome birds of merry May trill their sweetest tunes through wood and vale and bower.

"Let the fairest blossoms of spring deck with beauty and fragrance the places of woe.

"Let the elves of fairyland, the brownies, the fairies and the sprites come from their hiding places and help to call Joy back.

"Now, on with the ball, let each one do his best."

THE BALL.

The Brownies' Dance.

Music—"Brownies' Dance," from "Songs of the Child's World." Riley and Gaynor.

1. Children run on toes, in crouching position, pointing fingers (index finger).

2. Form circle and run around (clock-wise) looking all about, stopping with jump and pointing fingers.

3. Repeat (counter clock-wise).

(Repeat music.)

4. Turn about in circle, backs to center; point fingers and nod heads three times; jump lightly on toes three times.

5. Clap hands five times.

6. Swing in circle, clock-wise, holding hands—stopping with jump and pointing fingers.

7. Repeat, going counter clock-wise. Run back to places.

Birds' Dance.

Song—"All the Birds Have Come Again." (Music is repeated for each figure.)

1. Children run on toes, arms in flying motion, form circle and run to end of music.

2. Keep circle, backs to center, sit in bird-like position ("courtesy sit"), keeping balance by resting finger tips on the ground. Whistle the melody.

3. Hop three times, sit, bend head down, toward center of circle, outside circle, rise (four measures).

Repeat action to end of music.

4. Soaring—arms stretched level with shoulders, bend body to right and lift alternately, while running.

5. Sit in circle, bird-fashion, backs to center of circle. Imitate birds drinking. Heads down—one measure. Heads thrown back—one measure.

6. Whistle; fly in circle through eight measures, then fly to place.

Flowers' Dance.

(Use any good three-part music.)

Flowers lie prostrate on the ground, in sleeping position.

1. Lie asleep—three measures.
2. Heads lifted slowly, eyes closed—count 12.
3. Right hand lifted slowly, pass over eyes—count 12.
4. Left hand lifted slowly, pass over eyes—count 12.
5. Eyes open, head lifted slowly, turned to right, up, left—count 12.
6. Both arms lifted in sleepy, stretching fashion—count 12.
7. Body lifted to kneeling position—count 12.
8. Right hand lifted over face and raised high; palm up; eyes following hand; turn wrist and lower hand—count 12.
9. Left hand—same.
10. Rise to feet—count 12.
11. Both arms raised high in air; face raised to sun; full grown flower.
12. Hold position—12 counts.
13. Slight swaying (blown by wind). Slowly sink to sitting position.

Fairies' Dance.

Music—"Fairies' Dance," from "School Songs."

1. Queen of the fairies, holding her wand high, sings:
"Come, fairies, trip it o'er the grass."

2. Fairies trip to center, singing:
"With a ho! ho! ho! ho! ho!"

4. Form in fours, form wheel and swing.

5. Reverse.

6. Run and crouch, while queen sings:
"Then away! away! it will soon be day."

7. Form small circle of four each, and swing.

8. Form one circle, swing, and then run to seats.

Hope awakens, rubs her eyes and looks all about.

Hope steals back during "The Flowers' Dance" and watches.

After the Fairies' Dance she calls quietly over the hills:

"Joy! Joy! Joy!"

At the third call, Joy is seen coming over the hill, and all cry:

"Tis Joy!"

All sing (air—Humoresque).

Blithesome Joy, we're glad to meet you,
We have waited long to greet you.
Have you come to stay forever more?
Have you come to bring us gladness?
Have you come to banish sadness?
Tell us where you've been so long.

Joy—“Long have I lay hidden in the hearts of the forest trees, in the tall grasses of the marsh lands where frogs croaked and made their gruesome noises.

“Oft I hid in rocky caves, where dull black walls seemed to press me down and down with the heavy weight of their darkness, and tiny streams of water seemed to laugh and mock me in their laughing.

“I found no one to give me welcome. I was driven away where ere I sought to enter.

“I listened always for Hope to call me, but instead heard only Sorrow's wailing.

“Tonight I saw Hope passing. I heard her voice among the shadows, and so I've come. Men need me and I shall never be afraid again.

“Then come dear sprites of Joyland, fling your bright warmth around the cold white neck of grief and Sorrow shall run away and hide, and leave the world to us.”

Joy sings:

“Come, trip ye, oh so lightly,
Where dewy grass is swaying;
Where mid the fair blossoms,
The butterflies are straying.
'Tis the hour of playing,
All voices are saying:
Come, come ye forth a'Maying,
To Joy awake!”

As she sings, Joy goes to the sprites, meets them, and when she sings the last line, skips with them to the center and joins them in their dance.

Joy Sprites (Interpretative).

Music—“Humoresque.”

1. (1) Stepping around looking for flowers—two measures.

(2) Stooping to pick flower—one measure.

(3) Rising with flower—one measure.

(4) Smelling flower—one measure.

(5) Tossing flower away—one measure.

Repeat.

2. (1) Skip about looking for flowers—two measures.

(2) Stoop and pick flowers—two measures.

(3) Hold flower high and look at it—two measures.

(4) Offer to a partner, and hold high with her flower—two measures.

Repeat.

3. (1) Walk about for flowers—two measures.

(2) Gather armful and carry to the center—four measures.

Repeat.

4. Form circle and skip with light skip. Skip back to place.

During the Joy Dance, Hope runs off, and at the end returns with the Children, who drop their tools and play a game of “Tag.”

(Any rollicking game is good.)

Older people return—all but Sorrow.

The game is interrupted, when one of the farmers begins to sing: “The Merry Hearts” (Music—“Funicculi, Funiccula.”)

The chorus is repeated, while all circles swing. Joy runs about among the circles, then leads over the hill. The circles break, and all follow her skipping over the grassy slope, and losing themselves from view among the trees.

Costumes.

Prince Spring—Cloak of lavender with white blouse, and light green trousers, buckled at the knee. Green hat with red plume.

Hope—Long, loose gown of green.

Sorrow—Loose robe of black, black hair streaming over shoulders and back.

Joy—Loose gown of white with garland of flowers in her hair.

Brownies—Brown percale suits, covering feet and arms, made by "night drawers" pattern. Pointed caps with tiny bell.

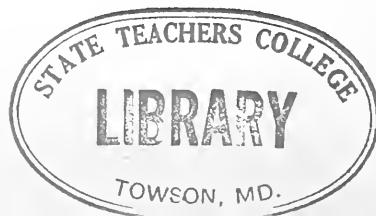
Fairies—Made of yellow and pink tarleton, fluffy skirts. Wings made on frame of wire and fastened in the middle of the back with large pins.

Birds—Suits made of crepe paper, cut to represent feathers, and sewed on a lining to fit each child. Wings and tails are made separate on frames of wire and stiff paper, and fastened on afterwards.

Flowers—Made of crepe paper, and arranged on the head or face of the child to make his head represent the flower. Leaves of green crepe paper about the neck and hanging over the body, complete the flower.

Joy Sprites—Loose gowns of white coming just below the knee.—Grecian style.

The people who walked over the hill are dressed to represent various occupations—farmer, business man, soldier, doctor, nurse, housewife, business woman, newsboy, children.



Maryland State Teachers' Association To Meet In Baltimore

The officers and executive committee of the Maryland State Teachers' Association have postponed the meeting scheduled for Ocean City, September 3-6, owing to the fact that the Tri-County Institute of Wicomico, Worcester, and Somerset Counties will not be held at Ocean City in September, as planned. The State Association had expected a large attendance from the three counties; but as school opened in these counties September 2d, there would have been few teachers at the meeting from this section.

It has been decided, therefore, to hold the 51st Annual Meeting in Baltimore, Friday and Saturday, November 29th and 30th, of the present year. The Friday following Thanksgiving is a holiday, so that attendance upon the part of teachers will be voluntary. The meeting last year was held Monday, Tuesday, and Wednesday of Thanksgiving week, the schools of the State being closed for the entire week; and this action caused some adverse criticism owing to the fact that the compulsory attendance law forces the older children into the schools November 1st, and that it is unwise to have this break in the school year in November followed by a break in December, caused by the Christmas vacation. This meeting, therefore, being held during the Thanksgiving holidays, will silence this criticism.

The Baltimore City School Board will be requested to grant the use of the Western High School for the meeting. As the session in Baltimore in 1917 was attended by more than four thousand teachers, a large attendance is expected at the 1918 meeting. A general assembly will be held Friday morning followed by Departmental groups Friday afternoon. Friday night the second general assembly will be held, and the annual business meeting Saturday morning.

NICHOLAS OREM, Easton, Md., President.

HUGH W. CALDWELL, Chesapeake City, Md., Secretary.

All white school officials and teachers in the State are urged to tear off
and mail this page *at once* to Hugh W. Caldwell, Secretary,
Chesapeake City, Md.

ENROLLMENT

Each teacher in the State is earnestly requested to become a member of the Maryland State Teachers' Association. The membership fee is 50 cents a year. Each member receives a printed copy of the proceedings. This is a very valuable report and should be in the hands of every teacher. Even if you are unable to be in attendance at our 1918 meeting, you should renew your membership. Please do not neglect this matter, as the character of the program and the value of the printed proceedings depend largely on the membership of the Association.

.....1918

HUGH W. CALDWELL, Secretary, Chesapeake City, Md.

DEAR SIR:—I am inclosing 50 cents for my membership fee in **the** Maryland State Teachers' Association for 1918.

Yours truly,

Name

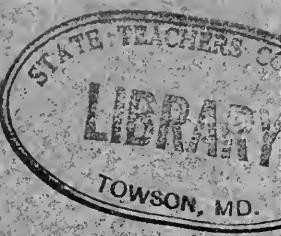
(Permanent Address),
P. O. County.

I should be enrolled under

(Teaching Address),
P. O. County.



N/2055/00485/2428X



Albert S. Cook Library

¶ HAVE YOU CONSIDERED

that there is a very strong demand, not only in Western Maryland, but in every part of the state, for Professionally-trained teachers?

¶ AND HAVE YOU NOTED

that the Graduates of FROSTBURG STATE NORMAL are almost immediately placed?

¶ Some Advantages:—Healthful Mountain Location; classes small enough virtually to afford individual instruction; living expenses unusually low; refined social life, under faculty supervision; model school of eight grades; good gymnasium; new dormitory buildings.

For catalogue and information,

Address

JAMES WIDDOWSON, Principal,

Frostburg, Maryland.

